



ANNUAL REPORT

CARNEGIE
CORPORATION
OF NEW YORK

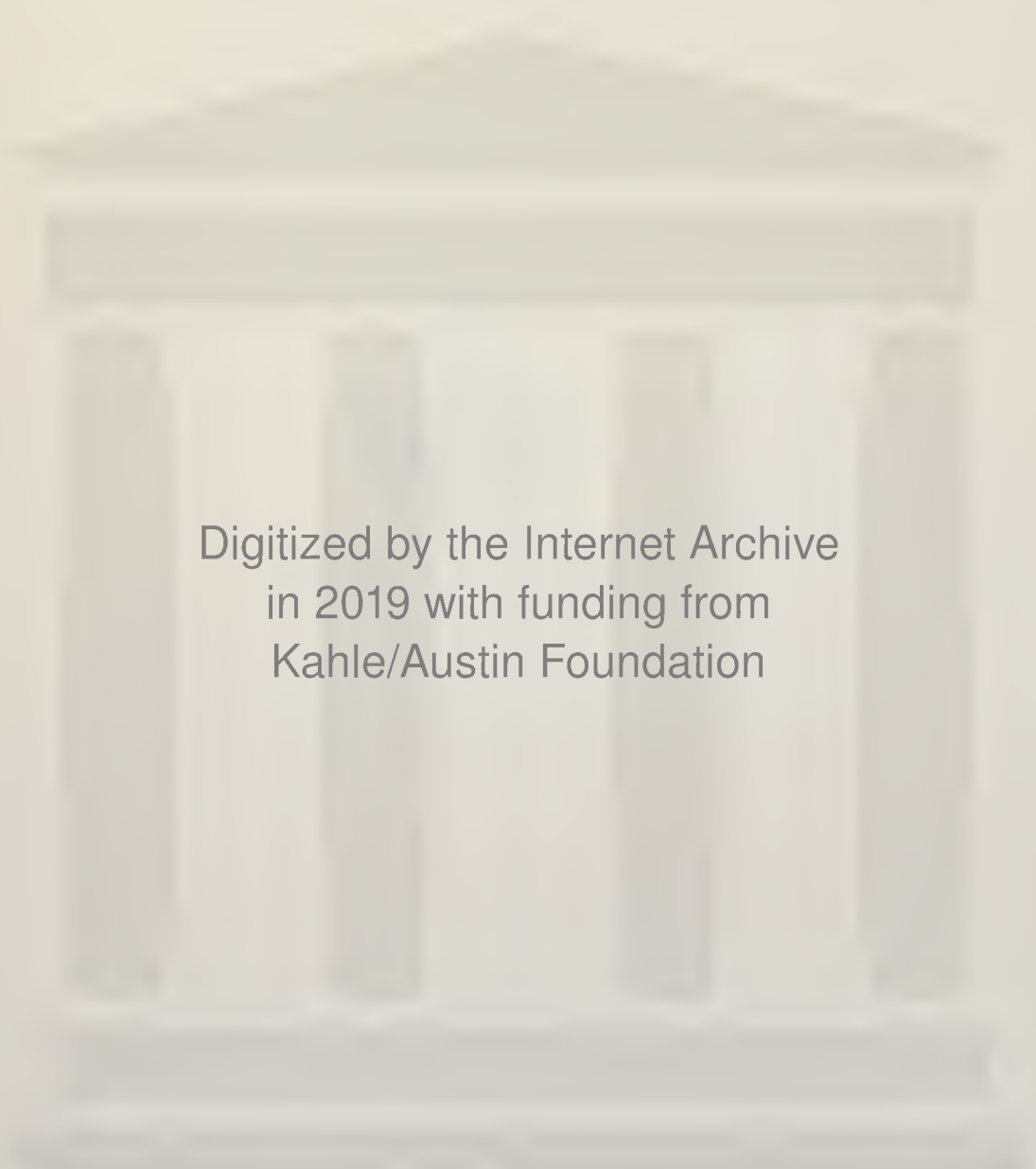
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ANNUAL REPORT

FOR THE FISCAL YEAR ENDED

SEPTEMBER 30

1965

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THE
ANTILEADERSHIP
VACCINE

The Antileadership Vaccine

JOHN W. GARDNER

Mr. Gardner delivered the speech on which this essay is based last May. He revised it for inclusion in this year's annual report before his appointment to the Cabinet.

It is generally believed that we need enlightened and responsible leaders—at every level and in every phase of our national life. Everyone says so. But the nature of leadership in our society is very imperfectly understood, and many of the public statements about it are utter nonsense.

This is unfortunate because there are serious issues of leadership facing this society, and we had better understand them.

The Dispersion of Power

The most fundamental thing to be said about leadership in the United States is also the most obvious. We have gone as far as any known society in creating a leadership system that is *not* based on caste or class, nor even on wealth. There is not yet equal access to leadership (witness the remaining barriers facing women and Negroes), but we have come a long, long way from the family- or class-based leadership group. Even with its present defects, ours is a relatively open system.

The next important thing to be said is that leadership is dispersed among a great many groups in our society. The President, of course,

has a unique, and uniquely important, leadership role, but beneath him, fragmentation is the rule. This idea is directly at odds with the notion that the society is run by a coherent power group—the Power Elite, as C. Wright Mills called it, or the Establishment, as later writers have named it. It is hard not to believe that such a group exists. Foreigners find it particularly difficult to believe in the reality of the fluid, scattered, shifting leadership that is visible to the naked eye. The real leadership, they imagine, must be behind the scenes. But at a national level this simply isn't so.

In many local communities and even in some states there *is* a coherent power group, sometimes behind the scenes, sometimes out in the open. In communities where such an “establishment,” that is, a coherent ruling group, exists, the leading citizen can be thought of as having power in a generalized sense: he can bring about a change in zoning ordinances, influence the location of a new factory, and determine whether the local museum will buy contemporary paintings. But in the dispersed and fragmented power system that prevails in the nation as a whole one cannot say “So-and-so is powerful,” without further elaboration. Those who know how our system works always want to know, “Powerful in what way? Powerful to accomplish what?” We have leaders in business and leaders in government, military leaders and educational leaders, leaders in labor and in agriculture, leaders in science, in the world of art, and in many other special fields. As a rule, leaders in any one of these fields do not recognize the authority of leaders from a neighboring field. Often they don't even know one another, nor do they particularly want to. Mutual suspicion is just about as common as mutual respect—and a lot more common than mutual cooperation in manipulating society's levers.

Most of the significant issues in our society are settled by a balancing of forces. A lot of people and groups are involved and the most powerful do not always win. Sometimes a coalition of the less powerful wins. Sometimes an individual of very limited power gets himself into the position of casting the deciding ballot.

Not only are there apt to be many groups involved in any critical

issue, but their relative strength varies with each issue that comes up. A group that is powerful today may not be powerful next year. A group that can cast a decisive vote on question A may not even be listened to when question B comes up.

The Nature of Leadership

People who have never exercised power have all kinds of curious ideas about it. The popular notion of top leadership is a fantasy of capricious power: the top man presses a button and something remarkable happens; he gives an order as the whim strikes him, and it is obeyed.

Actually, the capricious use of power is relatively rare except in some large dictatorships and some small family firms. Most leaders are hedged around by constraints—tradition, constitutional limitations, the realities of the external situation, rights and privileges of followers, the requirements of teamwork, and most of all the inexorable demands of large-scale organization, which does not operate on capriciousness. In short, most power is wielded circumspectly.

There are many different ways of leading, many kinds of leaders. Consider, for example, the marked contrasts between the politician and the intellectual leader, the large-scale manager and the spiritual leader. One sees solemn descriptions of the qualities needed for leadership without any reference at all to the fact that the necessary attributes depend on the kind of leadership under discussion. Even in a single field there may be different kinds of leadership with different required attributes. Think of the difference between the military hero and the military manager.

If social action is to occur, certain functions must be performed. The problems facing the group or organization must be clarified, and ideas necessary to their solution formulated. Objectives must be defined. There must be widespread awareness of those objectives, and the will to achieve them. Often those on whom action depends must develop new attitudes and habits. Social machinery must be set in motion. The consequences of social effort must be evaluated and criticized, and new goals set.

A particular leader may contribute at only one point to this process. He may be gifted in analysis of the problem, but limited in his capacity to communicate. He may be superb in communicating, but incapable of managing. He may, in short, be an outstanding leader without being good at every aspect of leadership.

If anything significant is to be accomplished, leaders must understand the social institutions and processes through which action is carried out. And in a society as complex as ours, that is no mean achievement. A leader, whether corporation president, university dean, or labor official, knows his organization, understands what makes it move, comprehends its limitations. Every social system or institution has a logic and dynamic of its own that cannot be ignored.

We have all seen men with lots of bright ideas but no patience with the machinery by which ideas are translated into action. As a rule, the machinery defeats them. It is a pity, because the professional and academic man can play a useful role in practical affairs. But too often he is a dilettante. He dips in here or there; he gives bits of advice on a dozen fronts; he never gets his hands dirty working with one piece of the social machinery until he knows it well. He will not take the time to understand the social institutions and processes by which change is accomplished.

Although our decentralized system of leadership has served us well, we must not be so complacent as to imagine that it has no weaknesses, that it faces no new challenges, or that we have nothing to learn. There are grave questions to be answered concerning the leadership of our society. Are we living up to standards of leadership that we have achieved in our own past? Do the conditions of modern life introduce new complications into the task of leadership? Are we failing to prepare leaders for tomorrow?

Here are some of our salient difficulties.

Failure to Cope with the Big Questions

Nothing should be allowed to impair the effectiveness and independence of our specialized leadership groups. But such fragmented leader-

ship does create certain problems. One of them is that it isn't anybody's business to think about the big questions that cut across specialties—the largest questions facing our society. Where are we headed? Where do we *want* to head? What are the major trends determining our future? Should we do anything about them? Our fragmented leadership fails to deal effectively with these transcendent questions.

Very few of our most prominent people take a really large view of the leadership assignment. Most of them are simply tending the machinery of that part of society to which they belong. The machinery may be a great corporation or a great government agency or a great law practice or a great university. These people may tend it very well indeed, but they are not pursuing a vision of what the total society needs. They have not developed a strategy as to how it can be achieved, and they are not moving to accomplish it.

One does not blame them, of course. They do not see themselves as leaders of the society at large, and they have plenty to do handling their own specialized role.

Yet it is doubtful that we can any longer afford such widespread inattention to the largest questions facing us. We achieved greatness in an era when changes came more slowly than now. The problems facing the society took shape at a stately pace. We could afford to be slow in recognizing them, slow in coping with them. Today, problems of enormous import hit us swiftly. Great social changes emerge with frightening speed. We can no longer afford to respond in a leisurely fashion.

Our inability to cope with the largest questions tends to weaken the private sector. Any question that cannot be dealt with by one of the special leadership groups—that is, any question that cuts across special fields—tends to end up being dealt with by government. Most Americans value the role played by nongovernmental leadership in this country and would wish it to continue. In my judgment it will not continue under the present conditions.

The cure is not to work against the fragmentation of leadership, which is a vital element in our pluralism, but to create better channels

of communication among significant leadership groups, especially in connection with the great issues that transcend any particular group.

Failure of Confidence

Another of the maladies of leadership today is a failure of confidence. Anyone who accomplishes anything of significance has more confidence than the facts would justify. It is something that outstanding executives have in common with gifted military commanders, brilliant political leaders, and great artists. It is true of societies as well as of individuals. Every great civilization has been characterized by confidence in itself.

Lacking such confidence, too many leaders add ingenious new twists to the modern art which I call "How to reach a decision without really deciding." They require that the question be put through a series of clearances within the organization and let the clearance process settle it. Or take a public opinion poll and let the poll settle it. Or devise elaborate statistical systems, cost-accounting systems, information-processing systems, hoping that out of them will come unassailable support for one course of action rather than another.

This is not to say that leadership cannot profit enormously from good information. If the modern leader doesn't know the facts he is in grave trouble, but rarely do the facts provide unqualified guidance. After the facts are in, the leader must in some measure emulate the little girl who told the teacher she was going to draw a picture of God. The teacher said, "But, Mary, no one knows what God looks like"; and Mary said, "They will when I get through."

The confidence required of leaders poses a delicate problem for a free society. We don't want to be led by Men of Destiny who think they know all the answers. Neither do we wish to be led by Nervous Nellies. It is a matter of balance. We are no longer in much danger, in this society, from Men of Destiny. But we *are* in danger of falling under the leadership of men who lack the confidence to lead. And we are in danger of destroying the effectiveness of those who have a natural gift for leadership.

Of all our deficiencies with respect to leadership, one of the gravest is that we are not doing what we should to encourage potential leaders. In the late eighteenth century we produced out of a small population a truly extraordinary group of leaders—Washington, Adams, Jefferson, Franklin, Madison, Monroe, and others. Why is it so difficult today, out of a vastly greater population, to produce men of that caliber? It is a question that most reflective people ask themselves sooner or later. There is no reason to doubt that the human material is still there, but there is excellent reason to believe that we are failing to develop it—or that we are diverting it into nonleadership activities.

The Antileadership Vaccine

Indeed, it is my belief that we are immunizing a high proportion of our most gifted young people against any tendencies to leadership. It will be worth our time to examine how the antileadership vaccine is administered.

The process is initiated by the society itself. The conditions of life in a modern, complex society are not conducive to the emergence of leaders. The young person today is acutely aware of the fact that he is an anonymous member of a mass society, an individual lost among millions of others. The processes by which leadership is exercised are not visible to him, and he is bound to believe that they are exceedingly intricate. Very little in his experience encourages him to think that he might some day exercise a role of leadership.

This unfocused discouragement is of little consequence compared with the expert dissuasion the young person will encounter if he is sufficiently bright to attend a college or university. In those institutions today, the best students are carefully schooled to avoid leadership responsibilities.

Most of our intellectually gifted young people go from college directly into graduate school or into one of the older and more prestigious professional schools. There they are introduced to—or, more correctly, powerfully indoctrinated in—a set of attitudes appropriate to scholars, scientists, and professional men. This is all to the

good. The students learn to identify themselves strongly with their calling and its ideals. They acquire a conception of what a good scholar, scientist, or professional man is like.

As things stand now, however, that conception leaves little room for leadership in the normal sense; the only kind of leadership encouraged is that which follows from the performing of purely professional tasks in a superior manner. Entry into what most of us would regard as the leadership roles in the society at large is discouraged.

In the early stages of a career, there is a good reason for this: becoming a first-class scholar, scientist, or professional requires single-minded dedication. Unfortunately, by the time the individual is sufficiently far along in his career to afford a broadening of interests, he often finds himself irrevocably set in a narrow mold.

The antileadership vaccine has other more subtle and powerful ingredients. The image of the corporation president, politician, or college president that is current among most intellectuals and professionals today has some decidedly unattractive features. It is said that such men compromise their convictions almost daily, if not hourly. It is said that they have tasted the corrupting experience of power. They must be status seekers, the argument goes, or they would not be where they are.

Needless to say, the student picks up such attitudes. It is not that professors propound these views and students learn them. Rather, they are in the air and students absorb them. The resulting unfavorable image contrasts dramatically with the image these young people are given of the professional who is almost by definition dedicated to his field, pure in his motives, and unencumbered by worldly ambition.

My own extensive acquaintance with scholars and professionals on the one hand and administrators and managers on the other does not confirm this contrast in character. In my experience, each category has its share of opportunists. Nevertheless, the negative attitudes persist.

As a result the academic world appears to be approaching a point at which everyone will want to educate the technical expert who

advises the leader, or the intellectual who stands off and criticizes the leader, but no one will want to educate the leader himself.

Are Leaders Necessary?

For a good many academic and other professional people, negative attitudes toward leadership go deeper than skepticism concerning the leader's integrity. Many have real doubts, not always explicitly formulated, about the necessity for leadership.

The doubts are of two kinds. First, many scientific and professional people are accustomed to the kinds of problems that can be solved by expert technical advice or action. It is easy for them to imagine that any social enterprise could be managed in the same way. They envisage a world that does not need leaders, only experts. The notion is based, of course, upon a false conception of the leader's function. The supplying of technically correct solutions is the least of his responsibilities.

There is another kind of question that some academic or professional people raise concerning leadership: Is the very notion of leadership somehow at odds with the ideals of a free society? Is it a throw-back to earlier notions of social organization?

These are not foolish questions. We have in fact outgrown or rejected several varieties of leadership that have loomed large in the history of mankind. We do not want autocratic leaders who treat us like inferior beings. We do not want leaders, no matter how wise or kind, who treat us like children.

But at the same time that we were rejecting those forms of leadership, we were evolving forms more suitable to our values. As a result our best leaders today are *not* out of place in a free society—on the contrary, they strengthen our free society.

We can have the kinds of leaders we want, but we cannot choose to do without them. It is in the nature of social organization that we must have them at all levels of our national life, in and out of government—in business, labor, politics, education, science, the arts, and every other field. Since we must have them, it helps considerably if

they are gifted in the performance of their appointed task. The sad truth is that a great many of our organizations are badly managed or badly led. And because of that, people within those organizations are frustrated when they need not be frustrated. They are not helped when they could be helped. They are not given the opportunities to fulfill themselves that are clearly possible.

In the minds of some, leadership is associated with goals that are distasteful—power, profit, efficiency, and the like. But leadership, properly conceived, also serves the individual human goals that our society values so highly, and we shall not achieve those goals without it.

Leaders worthy of the name, whether they are university presidents or senators, corporation executives or newspaper editors, school superintendents or governors, contribute to the continuing definition and articulation of the most cherished values of our society. They offer, in short, moral leadership.

So much of our energy has been devoted to tending the machinery of our complex society that we have neglected this element in leadership. I am using the word “moral” to refer to the shared values that must undergird any functioning society. The thing that makes a number of individuals a society rather than a population or a crowd is the presence of shared attitudes, habits and values, a shared conception of the enterprise of which they are all a part, shared views of why it is worthwhile for the enterprise to continue and to flourish. Leaders can help in bringing that about. In fact, it is required that they do so. When leaders lose their credibility or their moral authority, then the society begins to disintegrate.

Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of the society. They can express the values that hold the society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in the pursuit of objectives worthy of their best efforts.

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Educational Innovation

Instructional Methods

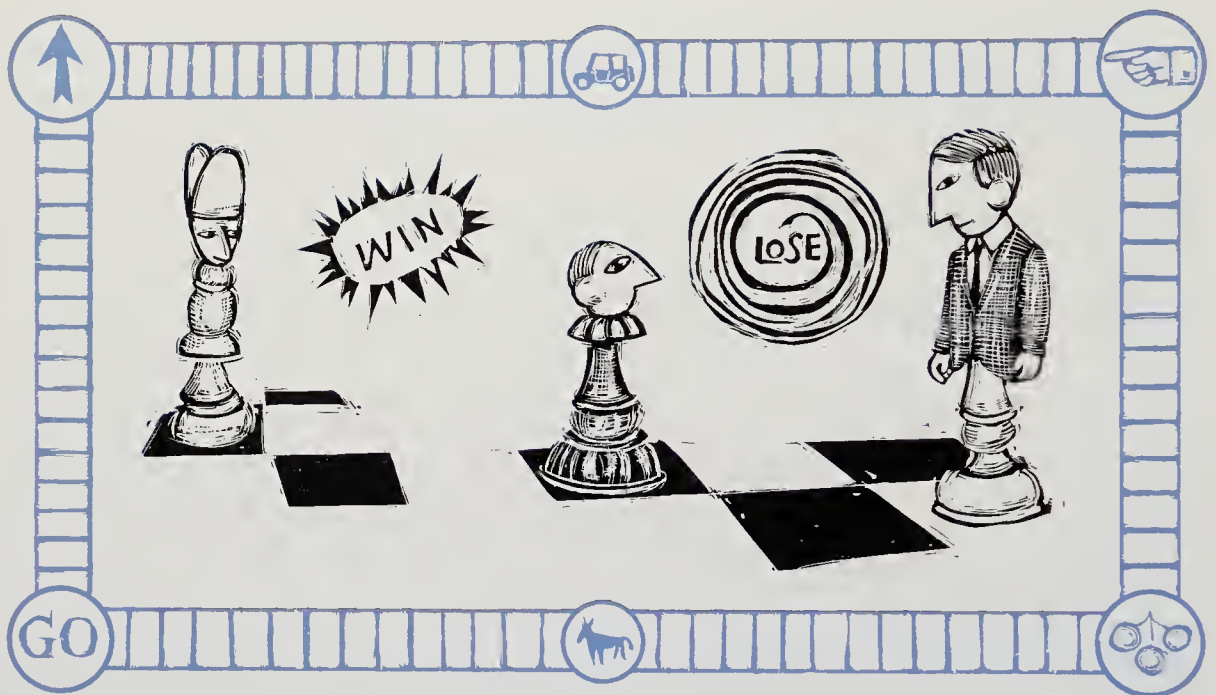
Enrollments in all educational institutions—elementary, secondary, and higher—in the United States have increased from 34.5 million in 1953 to 51.4 million in 1963 and are expected to reach 62 million in 1973. Higher education accounts for 8 million of the projected 1973 figure, nearly double that of 1963. The economic burden of educating this tidal wave of students is formidable, and the shortage of teachers is expected to grow worse. Self-instructional devices have been receiving increased attention as one method of alleviating these twin burdens. Higher education is caught between the conflicting goals of efficient and economical education on the one hand, and the diverse and individual needs of students on the other. The “systems approach” to teaching has two major benefits. When machines do the routine and repetitive aspects of instruction, the teachers have time to do tutorial work with individual students. The machines also enable students to learn at their own pace.

It is natural that an institution in California, the most populous state, with 347,000 students entering publicly owned campuses this fall, would make a special effort to develop self-instructional devices. The newest branch of the University of California, at Irvine, with the help of a Carnegie grant, is exploring the uses of filmed lectures, programed instruction, computer-based instruction, and other devices for independent study. These devices will not replace the more conventional methods of instruction but will be used as supplements.

Vocational and technical schools are also experimenting with new teaching devices. The Milwaukee Vocational and Adult Schools, one of the largest and oldest groups of institutions in the country devoted to vocational and technical education, received support for an experi-

ment in teaching technical mathematics. The teaching program will utilize television lessons, programed booklets, and other self-instructional methods.

Some of the new methods of instruction may make learning more enjoyable. One method is simulation games. These games are not unfamiliar and have been used in a variety of ways: business games to teach techniques of administration; war games to teach military tactics and strategy. Sociologist James S. Coleman at Johns Hopkins University has been designing and testing games that create in the



classroom aspects of the social environment an adolescent might face as an adult. Several games were developed and tested under a Carnegie grant made in 1962. One game, on legislative procedure, is played by five to thirteen persons acting as legislators. By placing the student in the role of a legislator trying to get re-elected, this game demonstrates the dependence of a legislator's re-election upon his ability to satisfy the desires of his constituents. The students who took part in these games became highly motivated and learned about the situations being simulated. Under the present grant Johns Hopkins will

experiment with designing games as part of the high school curriculum to see if they can be used to teach course content more effectively than by traditional methods.

Another new instructional method, developed at Phillips Academy, Andover, Massachusetts, is a visual training course. Bartlett H. Hayes, Jr., has devised a method of developing perceptual skills through an art course using multidimensional problems in perspective, color relationships, and photography. Carnegie funds will enable Phillips Academy, in cooperation with the Harvard Graduate School of Education, to introduce high school teachers to the techniques involved, and to work with these teachers in designing similar courses for use in a variety of high school contexts.

Teacher Training

The training of teachers has for decades been the weakest link in the American educational system. In 1960, at the urging of many educators and with the support of a Corporation grant, James B. Conant undertook a study of teacher education. His two-year study, encompassing the education of elementary, junior high school, and secondary school teachers, resulted in the publication of *The Education of American Teachers* in 1963. In this book, Mr. Conant made recommendations for drastic changes in the preparation of teachers.

Northwestern University has developed a new pattern of teacher training embodying many of these recommendations. The Corporation is supporting this program, which emphasizes the subjects to be taught and presents the theory, methods, and problems of education in seminars, tutorials, and well-supervised practice teaching. The program requires close cooperation between the school of education, too often looked on as a stepchild in a university, and the liberal arts departments.

Almost every profession provides a new arrival with some kind of indoctrination, yet in most school systems a beginning teacher is thrown into his first job with little or no information or guidance. The problems facing the beginning teacher have often been forgotten by

the "old hands" and go unrecognized by the administration and school board. The new teacher is assigned as many students, classes, and frequently as many problem students as the experienced teacher. Mr. Conant recommends in *The Education of American Teachers* that the beginning teacher be systematically inducted into his professional duties. The National Association of Secondary-School Principals is coordinating three programs to do this, and the Corporation is financing them. Under each program the new teacher will have a reduced teaching load, and an experienced teacher to introduce him to the community, the school system, the students, and the available facilities as well as help him with daily problems. This experiment is now taking place in high schools and a few junior high schools in Detroit, Richmond, Virginia, and St. Louis County.

Another new pattern of teacher training, aimed at improving the quality of teaching in low-income urban areas, is being developed at Simmons College. This is a departure from the conventional certification courses, for the training program will be tailored both to its students and to the area in which they will teach. Simmons is recruiting its students from women in the thirty- to fifty-year age group who want to return to teaching and are interested in teaching underprivileged children. Recognizing that these children have special problems, the two-year training program will take into account the need to modify the presentation of subject matter, the relation of the teaching activity to the students' home life, the special psychological and linguistic problems of the students, and the role of counselors and welfare agencies.

Curriculum

The traditional curriculum structure, which dictates a prescribed number of courses, meeting so many hours a week, by which students obtain a fixed number of credits and a variety of grades, may see some major innovations in the years ahead. The assumption inherent in the present pattern is that all students should master course material at the same rate, but that because of variations in ability and industry

their levels of attainment will be different. Bucknell University feels that this assumption should be challenged. The important thing is to master the material. Perhaps a student who made a C in a standard course might have received an A if he had not become bored halfway through—or perhaps the student who received a C might have made an A if he had had a little more time to master the material. A Corporation grant will enable Bucknell to try out this theory by experimenting with flexible methods of instruction and examination tailored to individual abilities. Various courses in biology, philosophy, and psychology will be restructured along a continuum from less complex to more complex forms of learning and a student's progress will be evaluated at various stages. If this experiment is successful, it will be tried out in other departments.

The accomplishment of any significant change in the school curriculum is a complex and difficult process. It involves scholars engaged in basic research on learning, subject-matter specialists who design new course materials, teachers who use the materials, and students who learn from the materials. Teacher's guides, manuals, laboratory experiments, collections of readings, and illustrative materials—films, film strips, slides—must be created. The new materials must be continually tested in the classroom, redesigned, and tested again. Teachers must be taught how to use the materials. This process requires a collaboration among university professors, school officials, and teachers which is difficult to bring about.

Webster College is providing the environment where such collaboration can take place easily and naturally. At the new Webster Institute of Mathematics and Science, established with the help of Carnegie funds, scholars and school teachers will work together on the five main aspects of curriculum change: the preparation of new materials, the training of new teachers in new ideas and techniques of instruction, the re-education of present teachers through in-service training, studies of the most efficient classroom and school organization for teaching, and continuing research on learning. For demonstration and testing the institute will work with the College classes, the College's

new elementary school, and with other schools and institutions of higher education in the St. Louis area and the Midwest.

A different kind of physics course has been developed by Gerald Holton, Fletcher G. Watson, and F. James Rutherford at Harvard with support from Carnegie, the U.S. Office of Education, and the Alfred P. Sloan Foundation. The new course was designed to appeal to a wide variety of students—those who are intent on scientific careers and those who are not—by treating physics as a lively and fundamental science closely related to the achievements in other sciences and other fields. A major goal was to check the steady decline in the number of high school students who take physics. Professor Holton and his colleagues are now expanding the course into a full-fledged curriculum project by preparing auxiliary materials and teacher's guides, and training teachers. The Corporation is helping to support this expansion.

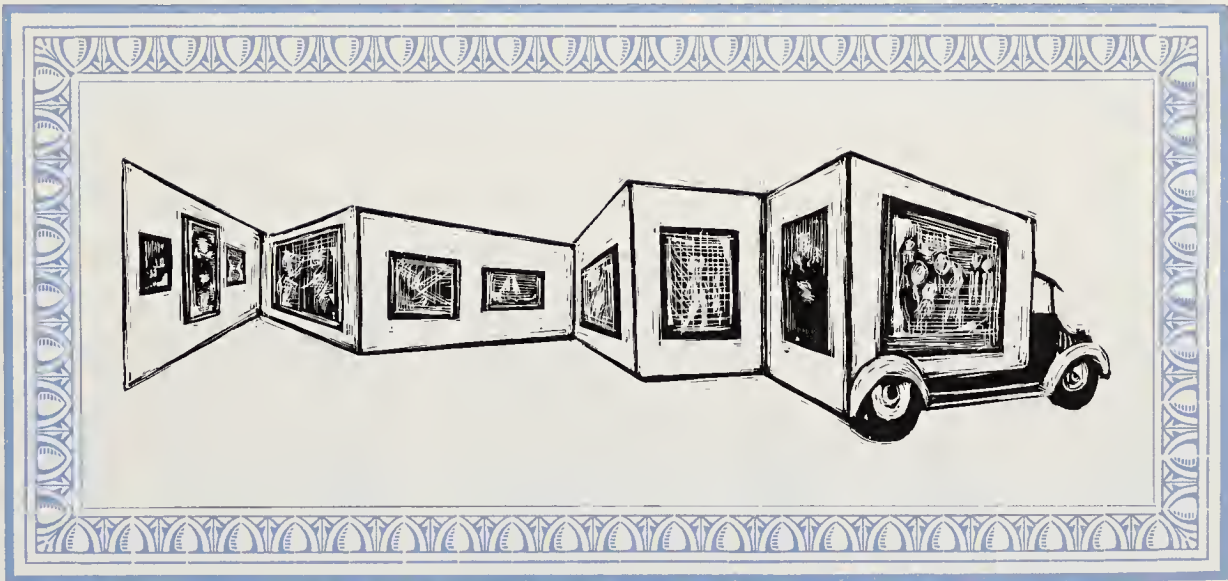
Stanford University is also developing a new kind of program—in its art department. College and university programs in art have been plagued by a division between studio work and art history. Many colleges and universities have extensive studio programs turning out graduates who are largely ignorant of the intellectual and scholarly background of their field, and a number of institutions have highly specialized art history programs producing extremely learned graduates who have little sense of the place of art in contemporary society. Stanford, with Carnegie support, hopes to overcome this dichotomy by designing a unified program. Although students will continue to concentrate on either history or studio, they will not follow the narrow course of one or the other as they have previously done. And a more professional level of ability will be expected of those whose major interest is in the creation of art.

With the help of a Carnegie grant, the San Francisco Art Institute is establishing a four-year humanities course. This is not just a conventional program transplanted from a liberal arts college to an art school. It has been specifically designed to develop close relationships between the practice of art and the study of the humanities. If it is

THE YEAR IN REVIEW

successful, it may point the way for other institutions wishing to integrate general education with special training.

A program to improve the curriculum in the arts in colleges in Virginia is being undertaken by the Virginia Museum of Fine Arts in cooperation with the University Center in Virginia, a consortium of the twenty-four four-year colleges and universities in that state. Several years ago Leslie Cheek, Jr., director of the Virginia Museum, designed an "artmobile"—an art gallery on wheels which visited schools throughout the state. While the artmobiles—there are now two—occasionally stop at colleges, the exhibits are not designed



specifically for that purpose and have no relation to the college curriculum. The program supported by a Carnegie grant provides for planning an arts curriculum, in cooperation with the colleges in the University Center, and coordinating the content and itinerary of the artmobiles with this curriculum.

A radical departure from the traditional four-year college pattern is taking place at Yale. With the help of a Carnegie grant, Yale will offer a five-year bachelor's degree program to a selected group of students. These students will spend a full year following their sophomore year working and studying in Africa, Asia, or Latin America. Their following two years will be spent in a carefully designed sequence

of courses related to a particular career interest and in individual study outside the major field. This new program is intended to provide an alternative to additional years of graduate training and also help restore some status to the bachelor's degree as preparation for executive responsibility in public service or private industry.

Unifying the College

One important issue facing colleges and universities today is whether they can maintain a sense of community or whether the institution will become a loosely affiliated set of unrelated activities. Two approaches toward unifying their institutions are being tried, one by a university and one by a liberal arts college.

Cornell University has selected a general idea in which many departments are interested and made it a focus of extracurricular university activities. The coming academic year has been designated Latin American Year, building on the many training and research projects which Cornell has developed in relation to Latin America. During the year there will be art exhibits, musical performances, visitors from Latin America, and a series of conferences. If this is successful Cornell will plan future integrative efforts around this model.

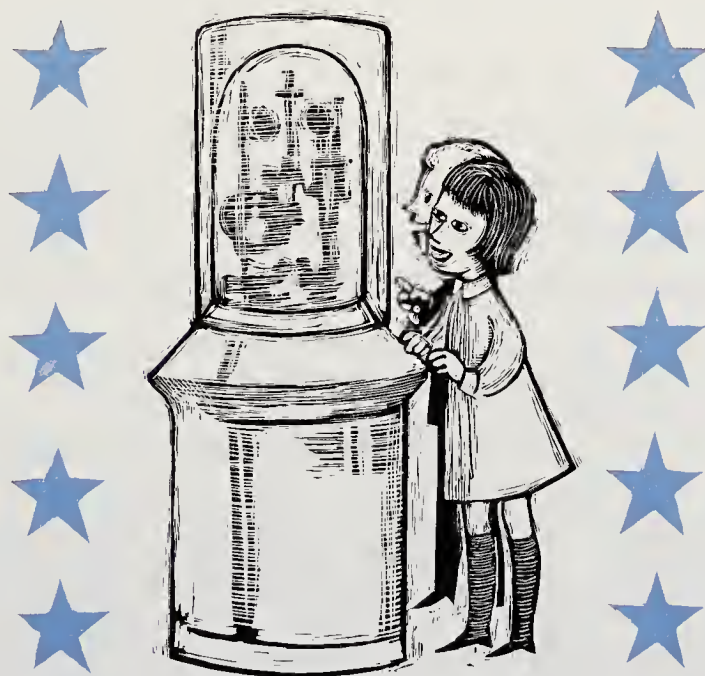
Williams College is replacing the fraternity system with student houses which provide residential as well as social and dining facilities. A faculty member will be assigned to each house to stimulate intellectual activities within the house and to foster a natural association of faculty and students at informal gatherings.

Outside the Formal System

The teacher who wants to keep up to date on the latest curriculum innovations and the newest teaching materials and techniques faces the problem of how to do so. Some school systems have tried to help but cannot afford to provide the facilities and expertise to do the job effectively. A recent report from the President's Scientific Advisory Committee recommended that new kinds of educational facilities be

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established on a regional basis to supplement the resources of individual schools. The Pacific Science Center Foundation in Seattle is providing such an educational facility at its new regional learning center in mathematics. The center, established with support from Carnegie, the Alfred P. Sloan Foundation, and IBM, will maintain an exhibit on mathematics and collections of all the new curricula, courses of study, and teaching materials. It will also house a workshop for the construction of new teaching aids and a program of in-service teacher training for groups of teachers from all parts of the Pacific Northwest. The Pacific Science Center is housed in the former U.S. Science Pavilion, one of the most successful exhibits at the Seattle World's Fair of 1962. The Center presently entertains approximately 1,200 visitors a week during most of the year and 5,000 a week during the summer.



Understanding the Educational System

In order to improve the educational system it is first necessary to understand it. What are its component parts—what are their roles in the system—how have they operated in the past—how do they now operate—what will be their future function? It is vitally important in educational planning to have some knowledge about the strengths and weaknesses of the elements making up the system.

An Overview

The standard version of educational history taught in colleges and universities today—typified best perhaps by Ellwood P. Cubberley's *Public Education in the United States*—grows out of research that was done principally in the early twentieth century. Too much has happened since that time, however, affecting American history in general and the history of education in particular to allow this to stand. Some of our shifts in perspective have been so basic as to shed new light on the whole span of American educational history.

Courses in the history of education play a key role in the preparation of school teachers, administrators, and professors of education. It is in these courses, almost more than any other context, that people entering the profession form their idea of what American education is about. A new history would provide them with up-to-date facts, interpretations, and philosophy of education.

The Corporation has made a grant to enable Lawrence A. Cremin, professor of education at Teachers College, Columbia University, to

prepare a comprehensive history of American education. Mr. Cremin expects the history to be a three-volume work taking about seven years to finish.

The Components

The freestanding liberal arts colleges are, from the historical view, America's most characteristic contribution to higher education. However, increasing costs of higher education, the growth of junior colleges, and the expansion of public colleges and universities have put many of these colleges in a difficult position. Some educators have questioned whether the liberal arts college any longer has a significant role in higher education in this country. Morris T. Keeton, dean of the faculty of Antioch College, has received a Carnegie grant to study the situation. The purpose of the two-year study will be to assess the magnitude of the problems facing the liberal arts colleges, clarify their unique function in the present educational system, and suggest models for future development.

The fastest growing component of higher education in the United States is the junior college. New two-year colleges have been opening at the rate of about twenty-five a year. The increase in the number of college-aged youth, the increasing percentage of high school graduates who want to go to college, and the technological changes resulting in



new occupations and the obsolescence of others have been, in large part, responsible for this growth. However, the junior college's rather rapid transition from an institution with strong secondary school connections to one which has a strong identification with higher education has tended to produce a state of uncertainty. There are many questions about the junior college that need answers—questions concerning its place in relation to secondary and higher education, its organization and control, its educational program, the extent to which it serves as a comprehensive institution, and its articulation with other segments of education.

In 1956, Leland L. Medsker, of the University of California at Berkeley, with Carnegie support, began a study of junior colleges which resulted in a book, *The Junior College: Progress and Prospect*. There have been enough changes since that time to warrant Professor Medsker's taking another look at junior colleges. The publication resulting from this present study should be helpful to those who make, implement, or interpret the policy of the junior college.

Roman Catholic colleges and universities are educating approximately 12 per cent of the college graduates in the United States. This fact alone would make it important to be informed about this segment of our educational system. Andrew M. Greeley, who is a Catholic priest, a sociologist, and a senior study director at the National Opinion Research Center in Chicago, will undertake a study of Catholic colleges and universities with Carnegie support. Specifically he wants to identify the factors that distinguish between those Catholic colleges that have been able to move toward higher intellectual standards and those that have not. Father Greeley will also study the extent to which Catholic colleges are substantially different from other American institutions of higher education having comparable financial resources and quality of faculty. He expects that the study will be completed in late 1966.

A study of the social effects of a Catholic parochial school education was also undertaken by the National Opinion Research Center with Corporation support. The book resulting from this study, *The Educa-*

tion of Catholic Americans, by Father Greeley and Peter H. Rossi, will be published in 1966 by the Aldine Publishing Company, Chicago. Mr. Rossi is director of the National Opinion Research Center.

One Field

The study of home economics is no longer limited to making women good homemakers. Today the skills and knowledge acquired in home economics courses are very much in demand by schools, hospitals, commercial food processors, the fashion industry, interior designers, and many other industries. Last year approximately 9,000 bachelor's and over 1,000 advanced degrees were awarded in home economics,



yet universities report that there is a shortage of graduates to fill the jobs available. In training for these positions, however, the universities face a number of puzzling questions, including whether home economics should be a field for undergraduate specialization or limited to graduate programs, whether a college of home economics should exist as a separate unit within the university, whether it should offer basic instruction in the arts and sciences or only in the subjects strictly limited to its field.

Earl J. McGrath, executive officer of the Institute of Higher Educa-

tion at Teachers College, Columbia University, will try to answer some of these questions in a study he is carrying out under a Corporation grant.

Governance

State and local school boards occupy a critical position in American education. They are the legal agents for the operation of the schools and therefore have control over the employment of teachers and administrators, the conduct of classroom activities, and the construction of facilities. However, little attention has been given to the boards' means of operation—to the selection of their members and how decisions are reached.

In order to provide a factual base for thinking about school boards and their problems, the Corporation made a grant in 1963 to enable H. Thomas James of the Stanford University School of Education to start a study of school boards. His work so far has been concerned primarily with how board members are selected. He and his staff have analyzed the relevant laws of the 50 states and, through visits to 35 communities, have also gathered considerable data about the social, economic, and political pressures that influence the composition of school boards.

Professor James is continuing his study under a second Corporation grant. He plans to give particular attention to the different ways in which boards actually operate and the relationship of both the selection and the operating procedures to the board's effectiveness in determining educational policy.

A National Assessment of Educational Progress

Public knowledge about the quality and progress of American education is not commensurate with public interest in and support of education. Recently, representatives of private and public institutions concerned with education have been discussing the possibility of assessing the achievements of American education. With funds provided by Carnegie Corporation, an exploratory committee on assessing

the progress of education, made up of educators and laymen, held several conferences during 1964 and 1965 for school superintendents and administrators, members of school boards, and others interested in education.

It was made clear in these conferences that the proposed national assessment should not and would not test individual achievement, and be in any way patterned after the traditional European way of testing. Samples of persons from four age groups—nine, thirteen, seventeen, and adult—would be carefully chosen to represent geographic areas; socioeconomic levels; and rural, urban, central city, and suburban populations. This sampling would provide data without anyone or any classroom taking a full assessment battery or getting a score or report. Since there would not be a report on a specific school system or a specific community, certain undesirable effects of teaching for the tests and revising curricula to conform to test content would be eliminated.

The next step in the program, financed with a second Corporation grant, will be the development of such tests and procedures in accord with the recommendations made by the participants in the conferences and subject to systematic review.

Misunderstandings have arisen over the interpretation of the kinds of tests a national assessment would use. The assessment program would not involve tests that measure individual achievement but those that supply the kind of information that will be necessary to assess our national educational progress. A well-conceived and well-executed assessment will give the nation data on the strengths and weaknesses of the American educational system and will provide data necessary for research on educational problems and processes.

Improvement of Educational Opportunities

In his report, *The Predominantly Negro Colleges and Universities in Transition*, prepared under a Carnegie grant, Earl J. McGrath said that the evidence gathered indicates that “like thousands of young people in poor areas throughout the country, many Negro youth, regardless of their latent ability, simply have not had the type of elementary and secondary education to prepare them for exacting higher education.” Deans and registrars in the eighty-nine institutions studied in connection with the report expressed the almost unanimous opinion that this, plus lack of funds, accounted for most of the drop-outs from predominantly Negro colleges. The long-term solution to the problem must await the improvement of elementary and secondary school preparation. In the meantime, however, the short-term necessity is to provide special programs for the group of students now about to enter college.

Elementary Education

To demonstrate effective ways of understanding, motivating, and teaching children handicapped by poverty and discrimination, Bank Street College of Education in New York City has established the Educational Resources Center with funds from Carnegie Corporation and the Field Foundation. Through the Center, Bank Street is working with the New York City school system in an attempt to raise achievement levels and the quality of learning in twenty-three Harlem area schools enrolling 25,000 children. Teams of teachers from these twenty-three elementary and junior high schools will spend training periods at the Center, watching classroom demonstrations and learn-

ing to use new teaching materials particularly adapted to the needs of the academically disadvantaged child. The Center also provides supervisory and other support needed for teachers to consolidate and maintain the new methods and materials in their own schools. It is hoped that the program will alleviate teachers' frustration through increasing their understanding of the children of the urban poor, and by helping them to apply this understanding to all aspects of their teaching.

In a broader attack on the overwhelming problems of urban education, eight institutions of higher education in New York City have formed a consortium to direct a new Center for Urban Education. Carnegie Corporation has joined with five other foundations to provide initial support for the Center. In addition to its own research program in problems of urban education—including cognitive development, staffing of school systems, preschool instruction, problems of integration, and the applications of technology—the Center will encourage and support similar programs now being conducted in its eight member institutions. It will also serve as a channel for communication among them and with the school systems of the metropolitan area.

Precollege Programs

The efforts being made by many colleges to recruit disadvantaged students will be of no avail unless the students can make the grade. One of the most important reasons for the high college dropout rate among this group of students is their inadequate preparation in the basic subjects, English and mathematics.

Last year, Educational Services Incorporated, Watertown, Massachusetts, with the aid of a Carnegie grant, prepared educational materials in English and mathematics for use in a program for pre-freshmen. During the year under review, these materials were used by approximately 1,200 high school seniors attending special Saturday

classes and an intensive eight-week summer institute at colleges in six cities throughout the country. This program, conducted by ESI with support from the U.S. Office of Education and a second Carnegie grant, was aimed at helping the students, mostly Negroes, improve their basic skills before entering college in the fall. The experience helped ESI to evaluate and, where necessary, redesign the materials.

Students in the Virgin Islands, like some of their counterparts on the mainland, suffer from inadequate elementary and secondary education. For the second summer a Carnegie grant enabled the new College of the Virgin Islands to hold a remedial session in English and mathematics for its prospective students.

Brandeis University is one of an increasing number of institutions actively committed to broadening educational opportunities for economically deprived groups. Last year Brandeis made a special effort to recruit students from these groups, primarily in the Boston area. However, the attrition rate has been exceptionally high because the social, psychological, and academic adjustment is so difficult. In an attempt to correct this situation, Brandeis held an eight-week summer session for an integrated group of about thirty students accepted for fall (1965) entrance at Brandeis and other institutions in the Boston area, including Harvard, Tufts, and Boston Universities. The curriculum at the session did not stress any particular subject but attempted to develop self-confidence and the abilities to read well, analyze, and communicate. The Corporation provided support for the summer program.

Encouragement and counseling are important factors in helping young people take advantage of educational opportunities. Working with and through the local high schools, the Friends Neighborhood Guild of Philadelphia will identify talented students who through lack of motivation, encouragement, and funds would not be likely to continue their education beyond high school. Under an intensive three-year program, supported by Carnegie and the Rockefeller Foundation, the Guild will counsel these students and their parents on

educational opportunities available and the preparation needed. It will arrange tutoring and supplementary education as needed and help the students apply for admission and for financial assistance. The Guild will also continue to counsel students while they are in college or in specialized training. The training of counselors in the public high schools is an important aspect of this program.

Curriculum Materials

Many educators feel that the disadvantaged student would benefit from new curriculum materials. These materials should be varied, reflective of regional differences, and sensitive to the achievement levels of the students. As part of a 1964 summer institute in American history at Carnegie Institute of Technology, for which the Corporation provided support, the participants investigated methods and materials appropriate for teaching American history to students in predominantly Negro colleges. The participants believed that the students' performance could be markedly improved by providing them with teaching materials which exploit their own knowledge and experience as much as possible. This does not mean that the subject matter of American history should be watered down. It does mean that historians and those who understand the learning process should devise ways of making the course content more interesting and comprehensible to those students by relating it, where possible, to familiar themes. A Carnegie grant enabled two Negro historians, who attended the 1964 summer institute, to spend the past spring and summer working with the history faculty of Carnegie Tech on a curriculum development program. The pilot course in American history which was developed is being used experimentally in seven Negro colleges during the present academic year.

Programs for College Faculty

To quote the McGrath report again, “. . . all the predominantly Negro colleges need faculty members able and eager to keep their

teaching in touch with the new knowledge being produced in their respective disciplines.” In a step toward accomplishing this, in the summer of 1964 the Corporation supported three institutes designed to strengthen the training of college faculty members in their professional fields. As an extension of these successful institutes—one in English, one in physics, and one in American history—the Corporation provided funds for an institute in European history held at Carnegie Institute of Technology this past summer. The seven-week institute was attended by 65 faculty members, 50 from predominantly Negro



colleges and universities and 15 from other Southern colleges. The institute sought not only to increase the participants' knowledge of European history but to acquaint them with new methods of teaching.

The Corporation also made a small grant to the University of Wisconsin to enable a few more teachers from predominantly Negro colleges to attend Wisconsin's summer institute for college and university mathematics teachers. The National Science Foundation provided most of the support for the institute.

During the year the Corporation made a grant to Yale University for the Southern Teaching Program. This program provided fellow-

ships for graduate students to teach at predominantly Negro colleges last summer. Efforts were made to correlate it with the summer institutes so that the student instructors could be assigned as specific replacements for faculty selected to attend the institutes.

United Negro College Fund

The United Negro College Fund, which helps raise financial support for thirty-three private colleges and universities, has an essential role in improving educational opportunities for Negroes. Now that national interest has been aroused to the need for better education for Negroes, the Fund has an opportunity to increase the resources of the predominantly Negro colleges. In order to make the most of this opportunity the UNCF will study its fund-raising procedures and distribution policies with the help of a Carnegie grant. This grant came from a large appropriation the Corporation made in 1963 to the UNCF and its member colleges. During the year under review the funds were exhausted by the grant to the UNCF and four grants for support of programs at member colleges.

In an effort to strengthen its faculty in mathematics and social sciences, Talladega College entered into an arrangement with Dartmouth College under which faculty members from Talladega will take advanced training at Dartmouth and members of the Dartmouth faculty will visit Talladega to assist in seminars and curriculum planning.

Curriculum changes will be initiated at Xavier University in New Orleans and Stillman College. Xavier is expanding its speech curriculum and revising its freshman speech course by adding a tutorial program and emphasizing class discussion. Corporation funds will also be used to equip a speech laboratory.

Stillman is introducing a new humanities course to be required of all freshmen. The course will be organized as a series of lectures and tutorial sections in which students and tutors will discuss the ideas presented in the lectures. Students will be assigned work in writing and speaking based on material they have read and discussed.

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Bethune-Cookman College, in cooperation with Stetson University, conducted a summer institute on reading instruction for teachers from schools in the local and surrounding counties.

Howard University

The one hundredth anniversary of Howard University provides a good opportunity for a review of the history of the University, its present resources, and its opportunities for the future. Howard has created a commission of noted educators to help the University define its role in American higher education. The commission will present its recommendations to the University at the beginning of the centennial year, 1966-67.

Graduate Program

The National Urban League is offering fellowships to persons interested in social work as a career. Some of the fellowship recipients will study for the master's degree in schools of social work; others will do graduate work in sociology, economics, urban development, and other related subjects. It is hoped that this program, carried out under a three-year Carnegie grant, will help alleviate the severe shortage of social workers needed for community organization and planning and for antipoverty projects.

Vocational and Technical Education

Improved vocational and technical education is one of the country's most urgent educational needs. The Vocational Education Act passed by Congress in 1963 provided for an approximately six-fold increase (\$40 million to \$240 million) in the federal funds available to the states for programs in vocational and technical education. There is, however, a critical shortage of qualified leaders in this field. A former state director of vocational education reports that he is often asked to suggest candidates for administrative and supervisory roles in vocational and technical education, ranging from the presidencies of community colleges and technical institutes to vocational directors of public school systems—but he knows of far too few qualified administrators. Unless more persons are prepared to fill these positions, the opportunity to take full advantage of the provisions of the Vocational Education Act will be diminished and the growth of technical education stymied.

During the past year the American Association of Junior Colleges, with Carnegie funds, convened small groups of vocational education leaders at various locations throughout the country in order to identify institutions that could provide the base for regional training centers. The Junior College District of St. Louis—St. Louis County and four universities are now cooperating in the establishment of such a center. With Carnegie support, each of the institutions will contribute to the project in its own areas of strength and interest. The three junior colleges in the district will provide internships for junior college administrators in technical and vocational training. The University of Missouri will expand its graduate program in technical education administration; St. Louis University will give special courses for

guidance counselors for high schools and junior colleges; Washington University will conduct research on the students and on business and industrial needs; and Southern Illinois University will give attention to the preparation of teachers for vocational and technical education programs.

In the summer of 1964 the University of Michigan held an experimental workshop for twenty potential leaders in vocational education who had been selected from Michigan schools and junior colleges on the basis of education and experience, recommendations, test scores, and interviews. With a second grant from the Corporation, the University held another workshop this past summer and plans one for the summer of 1966. Two new features have been added: internships and supervised field experiences planned in cooperation with the school districts in which the participants are employed, and monthly seminars at the University. These programs will be carried on during the academic year following the workshops.



Research

Educational research has never had the same urgency as has research related to the needs of medicine, agriculture, and weapons for national defense. Yet if we are to improve education, it is not enough merely to provide more of what already exists, we must also improve the process. One aspect of the Corporation's program in education is support of research that will lead to better understanding of the educational process. The key to education is the organization, communication, and acquisition of knowledge. Pedagogy rests on assumptions and theories about the nature of thought processes. Any improvement in our understanding of the thought processes will surely lead to greater effectiveness in instructional practice.

How does the mind grow—how do we store and retrieve information—how do we get hold of it through the senses in the first place—how do thought and language interact—are four questions that occupy scholars at the Center for Cognitive Studies at Harvard University. This Center, under the direction of Professors Jerome S. Bruner and George A. Miller, was started in 1960 with the help of a Carnegie grant. Since then it has become a focal point for studies of thinking and their relation to learning. With a second grant the Center will, among other things, be concerned with the way language shapes perception, thought, and memory; the growth and stimulation of learning and problem solving; and studies of the relation of all these matters to the educational process.

Richard S. Crutchfield, a psychologist at the University of California, has been tying research on creativity to research on self-teaching devices with some promising results. In three years of research he has demonstrated that children and adults can be taught techniques of creative thinking through the use of self-teaching devices. Children trained in this manner, for example, showed two- to

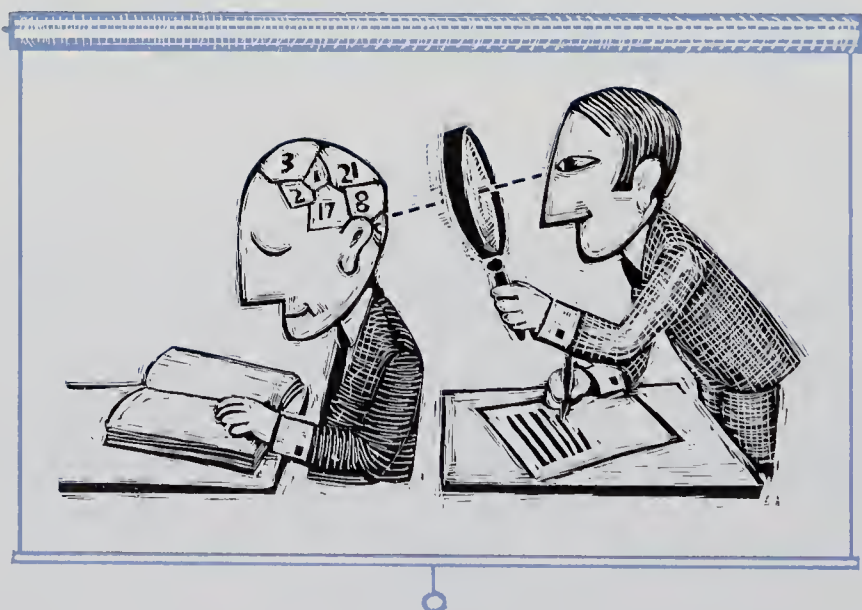
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three-fold increases over untrained children in readiness to ask relevant questions in solving problems, in the number of ideas and hypotheses generated, in quality and originality of ideas, and in the actual achievement of solutions. Professor Crutchfield will continue his research under a second Carnegie grant.

California Institute of Technology is conducting a program of research on information processing in living nervous systems with Carnegie support. While the two programs mentioned earlier appear to have more relevance for education than this research, psychologists and educators believe that better basic information on sensory perception and the way the brain handles new information will help in arriving at an understanding of the way people think and learn.

In Library Service

With the world's recorded knowledge more than doubling every fifteen years and a vast expansion in published information—about 35,000 scientific and technical journals are now published throughout the world, and between 1,200 and 1,500 new ones start each year—libraries face insurmountable problems. Massachusetts Institute of Technology has instituted a large-scale research program using science and engineering technology—particularly computers, data processing, and rapid copying techniques—to develop new concepts in library functions and services.



Public Affairs

Strengthening State Government

The achievement of equal—and good—educational opportunity requires nationwide policies and planning, yet under the Constitution the responsibility for education is left to the individual states. James B. Conant suggests a way out of this dilemma in the final chapter of his book, *Shaping Educational Policy*. He recommends that the states enter into a compact to create an “Interstate Commission for Planning a Nationwide Educational Policy.” This Commission would enable the states to develop and implement educational policy jointly, and would strengthen each state’s ability to deal with its own problems and cooperate fruitfully with the federal government. Terry Sanford, former governor of North Carolina, undertook to explore this and other recommendations in an effort to find ways to improve states’ machinery for dealing with educational problems. He is working with the governors to see how an alliance or compact might be achieved, and calling on chief state school officers, professional educators, school board officials, and educational associations for their ideas. These activities, supported by Carnegie, are part of an extensive study of state governments for which Governor Sanford has received a Ford Foundation grant. The over-all project is entitled “A Study of American States.”

The Corporation’s concern for strengthening state leadership in education is also reflected in grants to the Council of Chief State School Officers and the National Association of State Boards of Education.

It is the policy of the federal government to channel its grants for education through the states, often on a matching basis, and to leave much of the administration to state organizations. However, state

legislatures, state departments of education, and state boards of education are often poorly equipped to take on their appropriate responsibilities.

Under the Elementary and Secondary Education Act of 1965, tremendous new sums of federal money will be made available to the states. The Council of Chief State School Officers has provided an advisory service to help state departments of education interpret and administer the provisions of this Act. Teams of experts worked with state officials in approximately twenty states on clarifying federal rules and regulations, organizing state programs under the law, producing



state plans and guidelines for federal approval, and outlining appropriate state regulations and administrative guidelines for local school districts.

Title V under this Act provides funds for strengthening state boards of education, and will lead to a 30 to 50 per cent increase in their staffs. However, the Act does nothing to strengthen the policy-making function of state boards. The National Association of State Boards of Education held a conference in October for state board members, legislators who serve on education committees, and federal officials to discuss the functions of state boards and ways of carrying them out effectively.

One of the organizations central to a state's competence to act in any area is the legislature. Under the pressures of population growth and the demand for increased services, state and local governments have become big government. Together they employ millions of people and spend billions of dollars a year. The legislatures have a central role in determining the scope and direction of public programs in education, welfare, and highway construction, and helping define the application of federal assistance in many fields. In order to solve some of the problems of the state legislatures—organization and procedure, and relationship to the executive branch—further study is required.

There is agreement on some changes that would help legislatures perform more effectively. These include increased staff assistance and office space, improved information services, and increased salaries. However, legislators hesitate to seek these changes for fear of public disapproval. The Citizens Conference on State Legislatures, working with the mass media and citizens' groups, will attempt to increase public understanding of the need for providing conditions that will attract good men to serve as legislators and make it possible for them to function competently. At the same time the Citizens Conference will undertake or encourage research on the perennial problems of the state legislatures. John Anderson, Jr., former governor of Kansas, is executive director.

Studies of Government

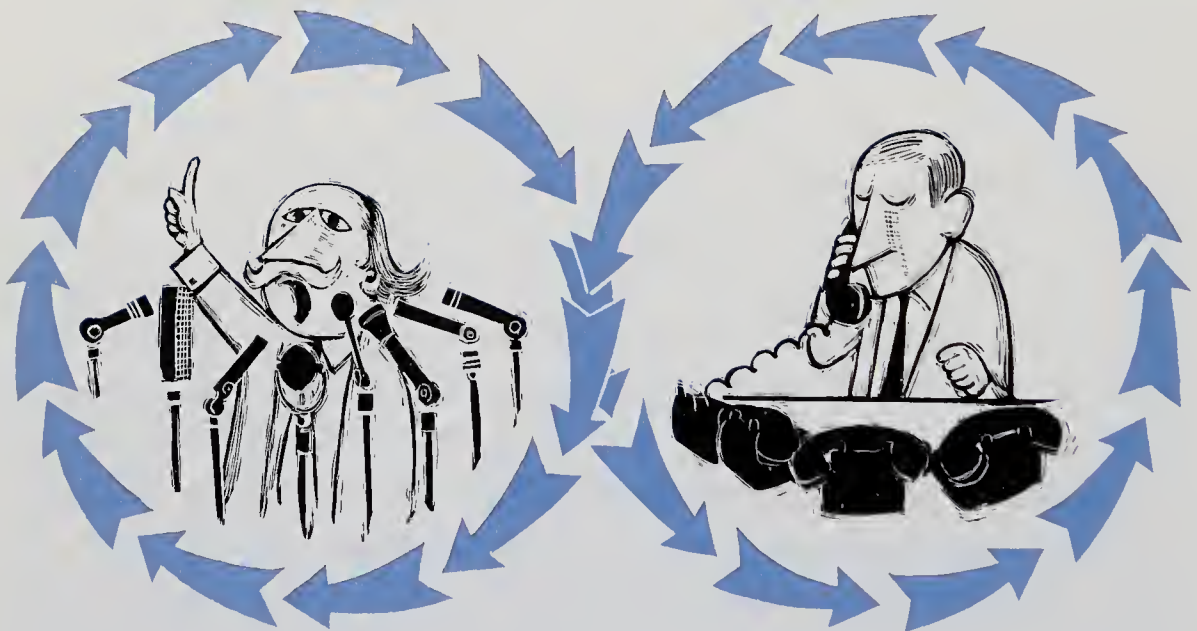
During the year the Corporation made three grants for studies in the area of government personnel and management.

Federal education programs have now grown to a multibillion dollar operation spread over a dozen governmental agencies, including the U.S. Office of Education, National Science Foundation, Departments of Defense, Agriculture, and Labor, and the Office of Economic Opportunity. The problems of internal agency planning and administration, interagency coordination, and intergovernmental relations are extremely complex. Stephen K. Bailey, dean of the Maxwell Graduate School of Citizenship and Public Affairs at Syracuse University, will

spend next year studying the extent of federal activity in education, the existing administrative relationships, and changes that might improve the situation. Dean Bailey, in collaboration with Professor Roy A. Price, expects to prepare a monograph on the results of this study.

The heavy financial involvement of the federal government in scientific work in the U.S. (today, according to the best estimates, the federal government pays for as much as 75 per cent of the nation's basic research and for approximately 60 per cent of all developmental efforts) means that pressures of a comparatively new kind have been brought to bear on scientists and on government personnel. The responsibility of Congress to make wise decisions in the apportionment of funds calls for a knowledge of science and a readiness to transcend regional considerations. The intellectual integrity of scientists calls for a resistance to political and financial pressures. Daniel S. Greenberg, staff writer for the News and Comment section of *Science* magazine, will analyze the relations between science and politics and put his views into a book. Mr. Greenberg is working on this study at Johns Hopkins University.

Milton Katz, director of international legal studies at Harvard Law School, is undertaking a study of the relationships between political



power and the conduct of government. There has been evidence throughout history that it takes talents of one kind to win and keep political power and talents of another kind to govern well. Professor Katz plans to produce a book describing this dichotomy in its historical context, showing how it affects contemporary society, and suggesting policies which might mitigate its effects. He will look at what are thought to be the essential functions of government and consider which ones might best be performed by elected officials, appointed officials, and by those outside government.

Communications

There are now more than 100 educational television stations across the United States which can reach approximately 100 million Americans. Educational television has developed many new ways to serve the people—teaching school children, providing continuing education for adults—but it has not yet realized its potential. Under a Carnegie grant the Carnegie Commission on Educational Television will examine the role of educational television broadcasting and recommend how educational television can be strengthened and financed so it will make the most effective contribution possible.

The financial problems of educational television are exemplified by the Educational Broadcasting Corporation in New York City (Channel 13) to which the Corporation made two grants for operating expenses.

Information of critical importance to college and university administrators is developing at an unprecedented rate, yet administrators report that much of this information is not reaching them—or is reaching them too slowly. Actions affecting higher education are being taken daily in Washington, in state capitals, in industry, in foundations, and on campuses. Immediate knowledge of these actions is important to the decision-makers in educational institutions and organizations.

Editorial Projects for Education, with Carnegie support, is publishing a newspaper directed to the administrator and concentrating solely

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on his needs. This news digest will try to keep him informed about important developments affecting higher education generally and developments in particular professional fields. It will contain stories in depth when the importance of events or of publications warrants, as well as excerpts from articles, speeches, statistical tables, and legislation.

The aim of the National Council for the Advancement of Education Writing is to improve the quantity and quality of educational news available to the general public. Americans, as taxpayers and alumni, are being called upon to provide increasing support for education. That the support will either not be forthcoming or will be given grudgingly is due in large part to lack of understanding about the needs and accomplishments of education. Only recently have the leading newspapers and magazines given adequate attention to the subject, and still the majority of papers do not have staff writers who devote any substantial portion of their time to educational matters. The Council hopes to correct this through creating a greater awareness on the part of the newspaper publishers and editors of the need for educated education writers.

International Studies

Universities in the United States have been revising their curricula and research programs to give greater emphasis to Africa, South Asia, and other less studied areas of the world. However, since the field of history has traditionally concentrated on Western Europe and North America, there is a shortage both in the number of history courses offered and historians trained in these areas. In 1960, with support from a Carnegie grant, the University of Wisconsin instituted a research and training program in the history of the tropical areas of the world—Africa, South Asia, Southeast Asia, and tropical America. The program also represented a departure from tradition by adopting a comparative approach to history rather than the usual division by countries and centuries.

Wisconsin now has a full-time teacher in the history of every major culture of the world, and offers a broad range of courses and seminars in each. Under a second grant the program will concentrate on comparative analysis, by means of a year-long course in Afro-Asian history; new courses which will cut across country and century divisions; and seminars in which the staff will work on a common project in comparative history.

The Developing Areas

What is development or modernization? Actually, very little is known about what it consists of and how it is stimulated. Theodore Caplow, a sociologist at Columbia University, has been conducting research on the nature of development under a Carnegie grant. Working with economic, demographic, and welfare statistics collected primarily by the agencies of the United Nations, Professor Caplow has constructed an “index of modernization.” His evidence indicates that

modernization is a relatively unitary process throughout the world, and that the difference from area to area in the rate of change is closely associated with the degree to which a particular area is tied in with the world system of communication and commerce. The Corporation has given Professor Caplow a second grant to test his theory further and to outline its practical applications to foreign aid programs.

Kalman H. Silvert, professor of government at Dartmouth College, is studying the role of education in political development in Latin America. Through interviews with teachers, students, and government officials, and by looking at teaching materials and policy directives on education, he will try to determine the extent to which educational practices and traditions in Latin America affect the political and social attitudes and commitments of students. This project, supported by a Corporation grant, is part of an extensive program of research on political development at the Brookings Institution under the direction of H. Field Haviland, Jr., and John N. Plank.

The Committee for the Comparative Study of New Nations at the University of Chicago has received a third grant for its research and training program. The Committee is composed of scholars from the departments of political science, sociology, anthropology, economics, and education who are interested in countries in Asia, Africa, and Latin America. Through collaboration and by focusing on a comparison of the similarities and differences of the problems of these developing nations, the Committee is gradually acquiring some understanding of the complex nature of political and social change.

Two years ago the Corporation made a grant to Education and World Affairs for the formation of the Overseas Educational Service. The OES, which operates under the direct auspices of EWA, assists American faculty members seeking experience abroad. It also helps overseas colleges and universities, particularly in developing countries, to recruit in the United States. Although the OES has concentrated

its initial efforts on institutions in Africa, it also assists universities in Asia and South America. The Corporation has made a second grant for its continued operation.

Other Activities

The Corporation gave additional grants to the Social Science Research Council for research seminars and conferences on modern Chinese society and to the Council on Foreign Relations for its continued work in international affairs.



Under the auspices of the Social Science Research Council, a committee of sociologists, anthropologists, and social psychologists has been encouraging the study of Chinese social and class structure, the Chinese family, Chinese culture and personality, and other topics through seminars for planning research and conferences on current efforts. This committee has also compiled a bibliography of research on Chinese society in all languages and has arranged to make current documents on China available to scholars.

Since its founding forty-four years ago, the Council on Foreign Relations has served as an effective bridge between men of affairs,

scholars, and public officials in the field of international relations by means of its study and discussion groups. The Council's affiliated committees on foreign relations, located in various cities throughout the country, help maintain a nucleus of informed opinion on issues affecting United States' interests abroad. Through publication of the quarterly journal *Foreign Affairs* and books on a variety of subjects—national security policy, the Communist world, problems of development in various areas of the world, and many others—it has provided the public with valuable information on foreign affairs. The Council also operates a fellowship program for American foreign correspondents.

Language Studies

In an effort to encourage language study, the Corporation made a series of grants, beginning in 1961, for the study of Chinese, Japanese, and Arabic, and for overseas study programs in these languages and in French, German, and Spanish. During the year under review additional support was given to Seton Hall University, San Francisco State College, and Evanston Township High School for Chinese and Japanese language programs begun under earlier grants. Princeton University received another grant in support of its undergraduate program of overseas study of Arabic, and Indiana University received additional support for overseas programs in French, German, and Spanish for high school students.

The Commonwealth Program

The primary emphasis of the Commonwealth Program during the past year continued to be on helping African universities make an effective contribution to education in Africa, especially in the areas of teacher training and educational research.

Institutes of Education

African ministries of education, in dealing with the problems of educational expansion, are finding it increasingly difficult to set and maintain standards for the teaching profession, to coordinate teacher training activities, to give adequate attention to research, and to experiment with curricular reform. As a result they are now looking to the universities to help perform these functions through institutes of education. An "institute of education" is part of the university but also has formal links with the ministry of education, the schools, and the teachers colleges. Through lines of effective communication internally to all teaching departments and externally to the government, teaching profession, schools, and training colleges, the institute can influence the quality of education in its constituency.

The following six grants, although varying in detail because of local situations, have similar objectives. All involve the establishment of new departments or institutes of education or the strengthening of existing ones.

The newly established institute of education at Ahmadu Bello University in Zaria, Nigeria, will coordinate teacher training activities at the fifty-three teacher training colleges in Northern Nigeria. Under the present national development plan, total primary school enrollment in Northern Nigeria is to rise from the 300,000 in 1961 to more than 800,000 in 1970. To reach this goal, some 25,000 teachers must be

trained in the fifty-three colleges. The institute's functions will include the organization of in-service training courses for teachers, the establishment of library and advisory services to the teachers colleges, and a program of educational research and curriculum development.

The institute at Makerere University College in Kampala, Uganda, will increase its services to the thirty-one teacher training colleges in Uganda under a Carnegie grant. The funds will be used to provide expert staff, especially in English; travel funds for institute staff to visit the colleges; exchanges among the colleges; in-service refresher courses for the teachers college tutors; and for equipping a library and visual teaching aids center. In-service teacher training in English is particularly important since English is increasingly becoming the language of instruction in the lower grades. A large percentage of the primary and junior secondary school teachers received their training in their vernacular, and thus are ill-equipped to conduct their classes.

While the grant to the University College, Dar es Salaam, Tanzania, will be used for a variety of purposes related to the strengthening of its institute's work, the chief concern at present is to develop an improved test for selecting the students who will attend secondary school. The test currently in use is almost solely a measure of achievement rather than aptitude and makes little allowance for potential ability which may be masked by poor early training.

The University College, Nairobi, Kenya, will use Carnegie funds to develop an education library. It is hoped that the library will benefit the teaching profession throughout Kenya as well as the university's new department of education.

The school of education of the University of Basutoland, Bechuanaland Protectorate and Swaziland will conduct a series of in-service courses for teachers at all levels in the school systems of the three territories. Since the university is located in Roma, Basutoland, about five hundred miles from Bechuanaland and Swaziland, the courses will be held on a rotating basis among the territories. The grant will also enable the university's education staff to visit the ministries and schools of each of the territories every year for consultations.

The University of Nigeria has had extensive contact with American institutions, particularly Michigan State University, but little with other African institutions. In order that the education faculty can share ideas with colleagues at African institutions the Corporation has provided funds for travel expenses within the continent.

For the first time, secondary school students in Nigeria, Ghana, Sierra Leone, and the Gambia are about to be given examinations set locally rather than in England. In the field of history this involves a completely revised outline of study reflecting a new emphasis on



African content. However, adequate written materials are not available for many aspects of the subject. Last spring the institute of education and the department of history at the University of Ibadan in Nigeria held a workshop for history teachers from West Africa and historians from West African and foreign universities to develop teaching materials on African history. The teachers, after returning home, conducted in-service training programs to acquaint other teachers with the new materials.

One field of research that is of particularly high priority in meeting the needs of African education is that of child development and child

psychology. With respect to these subjects, teacher training in Africa is almost completely dependent on materials, texts, and knowledge drawn from studies of children in the West. It is essential that there be similar studies of child development in Africa. Under a grant to the University of Iowa, Marshall H. Segall, a social psychologist at Iowa, will teach in the department of sociology at Makerere University College and will work with the institute of education. He will also explore at Makerere and other African universities ways in which the psychology department at the University of Iowa can collaborate with one of these institutions in developing research and training facilities in child psychology.

A number of African university departments and institutes of education are trying to recruit more American professors and specialists. However, the difference between the salary the university can offer and what the American professor might reasonably expect in the light of his pay-scale and financial obligations at home presents a problem. A grant to Education and World Affairs will enable the Overseas Educational Service, which operates under the auspices of EWA, to provide the "topping-up" funds to make up this difference.

Topping-up funds will also be made available to the University of Zambia which will open early in 1966. The university is placing top priority on the training of teachers and is actively recruiting in the United States. The Overseas Educational Service will act as the American agency.

There are two special programs, outside the main emphasis of the Commonwealth Program, which deserve mention.

A grant to the Association of Universities and Colleges of Canada will finance a study of Canadian university pension plans by the Association in cooperation with the Canadian Association of University Teachers and the Canadian Association of University Business Officers. The study, which grew out of a concern over the inadequacy

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of present pension plans, will concentrate on criteria for effective university pension plans; how university pension plans may be integrated into the Canadian government's national public pension plan; and the feasibility of establishing a nationwide pension agency for college and university employees.

The second grant was made in response to a growing interest in American studies on the part of universities in Australia and New Zealand. The American Council of Learned Societies will award fellowships to enable scholars from Australia and New Zealand to come to the United States to study American history and civilization. The Corporation's travel grant program, reported in detail on pages 82-84, has continued to give attention to the needs of Australian and New Zealand scholars. These new fellowships, however, will provide a special kind of opportunity for advanced study.

THE DETAILED RECORD

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From the Corporation's Journal

A major change in the administration of the Corporation took place when its president, John W. Gardner, was appointed Secretary of Health, Education, and Welfare. The trustees granted him a leave of absence to undertake this important national service, and he assumed his responsibilities in Washington on August 18, 1965. His intellectual leadership and warm friendliness are greatly missed by his colleagues at the Corporation where he has served successively as staff member, vice president, and president over a nineteen-year period.

Alan Pifer, vice president, was appointed acting president. Mr. Pifer, who has been an executive of the Corporation since 1953, also serves as a trustee of the Corporation during Mr. Gardner's absence.

At the meeting of the board on March 18, 1965, Amyas Ames, chairman of the executive committee of Kidder, Peabody & Co. Incorporated, was elected a trustee. Mr. Ames, a graduate of Harvard College and the Harvard Graduate School of Business Administration, is prominent in banking and investment circles. He was president of the Investment Bankers Association of America, a governor of the New York Stock Exchange and chairman of several of its committees. He is president of the New York Philharmonic and a member of the executive committee of the Lincoln Center for the Performing Arts.

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At the annual meeting on November 17, 1964, Fredrick M. Eaton, Caryl P. Haskins, and Mrs. Carnegie Miller were re-elected to the board for five-year terms ending with the close of the annual meeting of 1969. Morris Hadley, chairman of the board since 1955, was re-elected to this office.

The expanded responsibilities of several staff members were recognized with new titles during the year. Lloyd N. Morrisett, assistant to the president and executive associate, was promoted to be a vice president. Stephen H. Stackpole, executive associate, was given the additional title of director of the Commonwealth Program. Barbara D. Finberg, formerly editorial associate, is now an executive assistant. Helen C. Allan and J. Alisande Stevens were named administrative assistants.

Peter J. Caws, who joined the Corporation staff as an executive associate in 1962, became chairman of the department of philosophy at Hunter College on September 1. The Corporation will continue to have the benefit of his knowledge and judgment for he now serves as a consultant on a part-time basis. Isabelle C. Neilson, administrative assistant to Mr. Gardner, was given leave to work with him in the Department of Health, Education, and Welfare.

Two new executive assistants joined the staff on June first. Stephen Viederman, who has a B.A. and M.A. in history from Columbia University, has been director of foreign student admissions at Columbia and, before coming to the Corporation, was deputy chairman of the Inter-University Committee on Travel Grants at Indiana University. Joseph Farrell did his undergraduate work at St. John's University, New York, and received an M.A. in English from Notre Dame University and an LL.B. from Harvard Law School. He has also done graduate work in fine arts at Columbia and Harvard Universities, and taught English at St. John's.

The executive committee during the year consisted of Frederick Sheffield, chairman; Fredrick M. Eaton; John W. Gardner; Morris Hadley; Caryl P. Haskins; Devereux C. Josephs; and Charles M. Spofford.

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The finance committee consisted of Mr. Josephs, chairman; Mr. Eaton; Mr. Gardner; Mr. Hadley; Malcolm A. MacIntyre; Walter B. Wriston, elected November 17, 1964; and Amyas Ames, elected May 20, 1965. Mr. Pifer replaced Mr. Gardner on both committees beginning August 18.

The board of trustees held meetings on November 17, 1964, and January 21, March 18, and May 20, 1965.

The executive committee met on October 21 and December 16, 1964, and February 17, April 21, June 16, July 29, August 17, and September 22, 1965.

The finance committee met on December 9, 1964, and March 10, June 9, and September 9, 1965.

The Secretary's Report

During the year ended September 30, 1965, the trustees appropriated \$11,928,486. This figure includes \$1,192,505 for the program in the Commonwealth. The number of grants was the largest in many years: seventy-seven went to schools, colleges, and universities, and forty-six to other organizations. In addition, seven appropriations were made for travel grants and other programs administered by the officers.

About 1,400 specific requests for funds were received, as well as numerous inquiries for information by mail, telephone, and in person. Of the requests that were declined, many were for buildings, individual scholarships and grants-in-aid, publication subsidies, general support of educational institutions, and other kinds of assistance that the Corporation, as a matter of established policy, does not provide. Nearly half of the requests, however, were for carefully planned projects of real merit which might have received support had the competition been less severe.

The list of recipients of grants, beginning on page 66, includes institutions and organizations to which funds were appropriated during 1964-65. The amounts of new grants are shown between the blue lines in the first column. The list also includes recipients of grants voted in prior years on which payments were scheduled in 1964-65.

Any balance remaining after a project has been completed is normally returned to the Corporation. These refunds and any previous commitments written off during the year are added to the income available for appropriation and listed as Adjustment of Appropriations on pages 79 and 81.

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Since many grants are expendable over a period of years, there are about 350 Carnegie-supported programs or projects in operation at any given time. The secretary's office is responsible for securing annual reports and financial statements on all of these grants.

During 1964-65 some forty hard-cover books and a number of paperbacks and pamphlets reporting the results of projects financed wholly or in part by Carnegie grants were published by commercial and university presses. The Corporation does not itself publish the findings of studies that it has supported.

Most of the books fall into one of three groups: studies of the American educational scene; studies to enhance understanding of United States relations with other areas of the world; and studies of developing countries, with particular emphasis on the role of education. Some of the titles are listed here.

For the first category, we have selected:

Shaping Educational Policy, by James B. Conant (McGraw-Hill Book Company). This was the only volume published during the year in the Carnegie Series in American Education.

The Predominantly Negro Colleges and Universities in Transition, by Earl J. McGrath (Bureau of Publications, Teachers College, Columbia University).

Accreditation in Teacher Education: Its Influence on Higher Education, by John R. Mayor and Willis G. Swartz (National Commission on Accrediting, distributed by the American Council on Education).

Productive Thinking in Education, edited by Mary Jane Aschner and Charles E. Bish (National Education Association).

Teaching Machines and Programed Learning, II: Data and Directions, edited by Robert Glaser (National Education Association).

For the second category:

The United States and Canada, edited by John Sloan Dickey (Prentice-Hall, Inc.).

The Fourth Dimension of Foreign Policy: Educational and Cultural Affairs, by Philip H. Coombs (Harper & Row).

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Schools for Strategy: Education and Research in National Security Affairs, by Gene M. Lyons and Louis Morton (Frederick A. Praeger).

The Troubled Partnership: A Re-appraisal of the Atlantic Alliance, by Henry A. Kissinger (McGraw-Hill Book Company).

For the third category:

Manpower and Education: Country Studies in Economic Development, edited by Frederick Harbison and Charles A. Myers (McGraw-Hill Book Company).

Education and National Development in Mexico, by Charles Nash Myers (Industrial Relations Section, Department of Economics, Princeton University).

Continuity and Change in Latin America, edited by John J. Johnson (Stanford University Press).

Education and Political Development, edited by James S. Coleman (Princeton University Press).

In addition a study of the economic advantages of education, which was published during the year, deserves mention:

Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education, by Gary S. Becker (National Bureau of Economic Research, distributed by Columbia University Press).

CARNEGIE CORPORATION OF NEW YORK

Appropriations and Payments

During the Year Ended September 30, 1965

This schedule shows all payments made during the fiscal year 1964-65 from appropriations of that year and preceding years. Amounts in the first column marked thus (*) are allocations from funds made available in previous years.

United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
African-American Institute Support and scholarship administration (B3114)		\$13,333	\$13,333	
African Studies Association Conference to plan comparative studies of African nationalist movements (X3053)	\$2,600		2,600	
American Academy of Arts and Sciences Studies of important national problems (X3038)		105,000	55,000	\$50,000
American Association of Junior Colleges To plan centers for leadership development in vocational-technical education (X3053)	6,000*		6,000	
American Council on Education Study of correspondence education (B3173)		40,000	40,000	
Support of Africa Liaison Committee (B3115)		82,000	82,000	
To facilitate reorganization and strengthen the new program (B3085)		200,000	100,000	100,000
Travel expenses of delegates to a conference of the International Association of Uni- versities (X3053)	10,110		10,110	
American Council of Learned Societies General support and fellowships (B3038)		200,000	100,000	100,000
American Historical Association Research on history of American education (X2999)		5,500	5,500	
American Political Science Association Study of Congressional organization (B3178)		115,000	115,000	
Antioch College Study of liberal arts colleges (B3213)	200,000		67,000	133,000
Association of American Colleges Administrative expenses (X3082)	80,000		40,000	40,000
Association of American Law Schools Special projects (B3168)		120,000	30,000	90,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Association of American Medical Colleges To stimulate research and experimentation in medical education (B3087)		\$120,000	\$60,000	\$60,000
Association of American Universities Expenses of meeting with United Kingdom and other Commonwealth vice-chancellors (X2978)		31,000		31,000
Association of Governing Boards of Universities and Colleges Administrative expenses (B3187)		37,500	22,500	15,000
Bank Street College of Education Support of Educational Resources Center (X3056)	\$300,000		100,000	200,000
Barnard College Guidance workshops for college women (B3154)		18,000	18,000	
Travel expenses of United States delegates to an Anglo-American conference of women educators (X3053)	6,000*		6,000	
Beloit College Curriculum planning and experimentation (X3028)		34,000	17,000	17,000
Bennett College Support of the Saturday School and advanced study for faculty (B3163, X3040)		80,000	50,000	30,000
Bethune-Cookman College Summer institute in reading instruction (B3163, X3090)	50,000*		50,000	
Boston University Support of the Center for the Study of Liberal Education for Adults (B3203)		100,000	40,000	60,000
Bowdoin College Support of Senior Center Program (X3003)		66,000	33,000	33,000
Brandeis University Summer program for entering students from economically deprived areas (X3102)	43,725		43,725	
Brookings Institution National service (White House) fellowships (X3055)		225,000	225,000	
Research on economics of education (B3180)		210,000	105,000	105,000
Study of role of education in political devel- opment in Latin America (B3218)	170,000		85,000	85,000
Support of Conference on the Public Service (B3144)		37,500	18,750	18,750
Brown University Postdoctoral fellowships in the humanities (B3191)		80,000	32,000	48,000
Bucknell University Curriculum experimentation (X3096)	135,000		100,000	35,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
California, University of				
Research on creativity (B3181)		\$35,000	\$35,000	
Research on creativity and self-teaching devices (B3212)	\$141,000		61,000	\$80,000
Research on higher education (B3017)		55,000	30,000	25,000
Research on learning and thought processes (X2970)		38,300	38,300	
Research on political and social development (X3019)		45,000	10,000	35,000
Research and training on social, economic, and political development of transitional societies (B3028)		40,000	40,000	
Study of junior colleges (B3214)	114,000		57,000	57,000
To complete study of liberal arts college graduates by Survey Research Center (X3053)	5,000		5,000	
California, University of, Irvine				
Development of self-instructional procedures (B3253)	96,500		96,500	
Carnegie Endowment for International Peace				
Visiting research scholars (X3084)	75,000			75,000
Carnegie Institute of Technology				
Program for disadvantaged high school students (B3192)		53,000	53,000	
Conference on summer programs for disad- vantaged high school students (X3053)	5,000*		5,000	
To improve the teaching of American history in Negro colleges (X3065)	36,600		36,600	
Summer institute in European history (B3225)	90,000		90,000	
Research on information processing in living nervous systems (B3232)	100,000		45,000	55,000
Carnegie Institution of Washington				
Fellowships for advanced study at National Physical Laboratory (England) (B3070)		30,000	15,000	15,000
Fellowships in the natural sciences (X2943, B3206)		160,000	80,000	80,000
Center for Urban Education (New York)				
Administrative expenses (B3223)	50,000		50,000	
Chicago, University of				
Experiment in teaching reading and writing of English to people of other cultures (B3104)		100,000	50,000	50,000
Training of reading consultants (B3151)		75,000	46,500	28,500
Support of program of Committee for Com- parative Study of New Nations (X3067)	200,000		40,000	160,000
Training of university extension adminis- trators (B3240)	100,000		25,000	75,000
Citizens Conference on State Legislatures				
Program of research and education on state legislatures (X3098)	100,000		25,000	75,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Citizens' Research Foundation Studies in political finance (X3004)		\$35,400	\$17,700	\$17,700
Columbia University				
Development of materials for Chinese language instruction in high schools (B3107)		38,000	38,000	
Special fellowship program in the Graduate School of Journalism (B3193)		62,500	62,500	
To complete a project on postindustrial society (X3053)	\$5,000		5,000	
Study of patterns of social and economic development (X3106)	61,000		32,400	28,600
School of Social Work				
Repairs to sidewalk (X3053)	5,185		5,185	
Study of home economics education in colleges and universities (B3215)	200,000		100,000	100,000
Research on the history of American education (B3227)	196,000		30,000	166,000
Committee for Economic Development Program on improvement of governmental management (X2989)		379,000	100,000	279,000
Committee on Institutional Cooperation Special projects (X2975)		30,000	20,000	10,000
Cornell College Curriculum planning and experimentation (X3027)		35,000	20,000	15,000
Cornell University				
Research and graduate training on China and Southeast Asia (B3089)		180,000	90,000	90,000
Conferences and consultations on Latin America (B3235)	150,000		150,000	
Council for the Advancement of Science Writing, Inc. On-the-job training for science reporters (B3130)		12,000	12,000	
Council of Chief State School Officers Assistance to state officials in implementing the Elementary and Secondary Education Act of 1965 (X3053)	3,417		3,417	
Council on Foreign Relations General support (B3217)	400,000		400,000	
Council for Philosophical Studies Administrative expenses and a summer institute (B3237)	220,000		39,000	181,000
Dartmouth College				
New doctoral program in mathematics (B3088)		96,000	58,000	38,000
Research in the field of national security policy (B3072)		25,000	25,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Denver, University of Interuniversity program in international relations (X3005)		\$64,000	\$16,000	\$48,000
Dillard University To strengthen the faculty and the remedial program (B3163, X3041)		100,000	50,000	50,000
Duke University Study of state governments and education (X3074)	\$65,000		65,000	
Editorial Projects for Education News letter for college and university trustees (X3026)		31,000	31,000	
News digest for administrators in higher education (X3094)	120,000		60,000	60,000
Education and World Affairs General support (B3064)		300,000	100,000	200,000
Support of Universities Service Center in Hong Kong (B3135)		110,000	55,000	55,000
Support of Overseas Educational Service (B3149, B3254)	300,000	75,000	175,000	200,000
Educational Broadcasting Corporation Operating expenses (X3053, X3085)	90,000		90,000	
Educational Services Incorporated Cooperative teacher training program with Massachusetts state colleges (X3053)	10,862* 4,094 }		14,956	
Development and evaluation of supplemen- tary teaching materials in English and mathematics (B3224)	260,000		260,000	
Educational Testing Service Experiment in predicting artistic ability (X2971)		19,000	19,000	
Studies of American education and related matters (B3241)	185,750		98,750	87,000
Evanston Township High School Chinese and Japanese language program (X3010, X3088)	47,000	25,000	53,000	19,000
Fisk University Study of college experience and performance of Negro students (X3053)	15,000*		15,000	
Florida Agricultural and Mechanical University Advanced study for faculty (X3031)		60,000	30,000	30,000
Friends Neighborhood Guild Supplementary education and counseling program for disadvantaged high school youth (X3101)	130,000		43,000	87,000
George Peabody College for Teachers Research and training in school-related learning (X3013)		245,000	67,000	178,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Hampton Institute To strengthen the faculty and the remedial program (B3163, X3042)		\$100,000	\$50,000	\$50,000
Harvard University Fellowships for college teachers to study at the Law School (B3131)		50,000	50,000	
Research and development in programed instruction (B3186)		150,000	150,000	
Research on history of liberty in America (X2966)		120,000	40,000	80,000
Research on motivation for achievement (B3205)		47,000	23,500	23,500
Studies of higher education (X3033)		45,000	15,000	30,000
Support of John F. Kennedy Library Oral History Project (X3025)		223,000	223,000(a)	
Study of economic history of Harvard (X3053)	\$10,000*		10,000	
Development of new high school physics course (X3058)	164,000		82,000	82,000
Study of the industrial system (X3070)	21,000		7,000	14,000
Study of relationships between political power and conduct of government (X3076)	30,000		30,000	
Research on thought processes (B3233)	250,000		50,000	200,000
Research project in teaching of English (X3053)	14,000		14,000	
Hawaii, University of Experiment in college library service (X3072)	50,000		50,000	
Howard University Support of Centennial Commission on the future of the University (X3059)	40,000		40,000	
Illinois, University of Conference on curricula development for culturally disadvantaged students (X3053)	9,000		9,000	
Indiana University International survey of educational develop- ment and planning (X3007)		65,000	32,500	32,500
Study of role of the United Nations in political development (X3006)		48,000	24,000	24,000
Overseas language program for Indiana high schools (X3089)	30,000		30,000	
Institute for College and University Administrators Research and training programs in academic administration (B3002)		50,000	50,000	
Institute of International Education Consultative service on overseas programs for American undergraduates (X2972)		10,000	10,000	
Support of Council on Higher Education in the American Republics (B3150)		75,000	75,000	

(a) Written off; included in total payments.

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
International Schools Services Chinese language and civilization program at the Taipei American School (X2964)		\$16,500	\$16,500	
Iowa, University of Experimental program of continuing educa- tion for engineers (X3002)		111,000	56,000	\$55,000
Johns Hopkins University Conference on British and American policies toward Africa (X3053)	\$12,000		12,000	
Study of relations between science and politics (X3091)	25,000		17,000	8,000
Research on simulation as a method of instruction (X3105)	202,000		67,333	134,667
Junior College District of St. Louis-St. Louis County To establish a technical education leadership training center (B3238)	115,000		115,000	
Kansas, University of Faculty exchange with the University of Costa Rica (B3080)		50,000	30,000	20,000
Summer Russian language program in Finland in cooperation with the University of Colorado (X2973)		22,000	22,000	
Knoxville College To improve its educational program (B3163, X3029)		100,000	50,000	50,000
Library of Congress Symposium on American literature (X3053)	14,500*		14,500	
Maryland, University of Study of agricultural education in the United States (B3113)		45,000	45,000	
Massachusetts General Hospital Support of a summer study on medical education (X3053)	15,000		15,000	
Massachusetts Institute of Technology Research and training on politics of transi- tional societies (B3027)		95,000	95,000	
Research and writing on architectural history (X3032)		25,000	15,000	10,000
Experimentation with library services (B3251)	250,000		250,000	
Expansion of the humanities program (B3252)	250,000		77,000	173,000
Michigan, University of Research on conflict resolution (X2982)		70,000	50,000	20,000
Research on political modernization of Japan (B3029)		40,000	40,000	
Support of Center for the Study of Higher Education (B3108)		195,000	75,000	120,000
Scholarships in a program of leadership training for vocational education (B3239)	24,000		12,000	12,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Milwaukee Vocational and Adult Schools Experiment in teaching mathematics for engineering technicians (X3063)	\$200,000		\$150,000	\$50,000
National Academy of Education Planning and organizing expenses (X3053)	15,000		15,000	
National Academy of Sciences—National Research Council Study of the development and utilization of talent (B3167)		\$150,000	75,000	75,000
National Archives Trust Fund Support of John F. Kennedy Library Oral History Project (X3077)	260,000		65,000	195,000
National Association of Secondary-School Principals Teacher induction programs in three city school systems (B3226)	312,500		122,500	190,000
National Association of State Boards of Education Conference (X3099)	35,000		35,000	
National Commission on Accrediting Study of its role in higher education (X3053)	12,800		12,800	
National Council for the Advancement of Education Writing Administrative expenses and special projects (X3095)	73,000		25,500	47,500
		7,500	7,500	
National Merit Scholarship Corporation Research on academically talented students (B3016)		50,000	50,000	
National Opinion Research Center Research on book reading in the United States (X3053)	15,000		15,000	
Study of Catholic colleges and universities (X3080)	65,000		65,000	
National Urban League Program of educational motivation and guidance for Negro youth (B3091)		86,000	43,000	43,000
Graduate fellowship program (B3216)	300,000		100,000	200,000
New England Board of Higher Education Seminar on training for counselors of adults (X3053)	11,600		11,600	
New York Institute of Technology Development of programed instruction for engineering technician education (B3175)		86,500	86,500	
New York Medical College Research on learning problems of preschool children from urban slums (B3196)		100,000	50,000	50,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
New York University				
Accelerated program of graduate training in public administration (B3076)		\$25,000	\$25,000	
Research on remedial reading at the Medical Center (X3015)		21,000	21,000	
Research and writing on human rights (X3053)	\$7,500		7,500	
New York, University of the State of				
Support of Committee on Educational Leadership (B3177)		100,000	100,000	
Newberry Library				
Research seminars in collaboration with the Associated Colleges of the Midwest (B3202)		240,800	60,200	\$180,600
North Carolina State Board of Education				
Establishment of the Advancement School (B3166)		200,000	100,000	100,000
Summer school for gifted high school students (B3126)		75,000	75,000	
North Carolina, University of				
Incentive graduate fellowships (B3141)		84,000	48,000	36,000
Northwestern University				
Research and training in international relations (B3137)		100,000	50,000	50,000
Research on intercultural relations (B3077)		100,000	50,000	50,000
New program of teacher education (X3057)	125,500		95,000	30,500
Oregon, University of				
Research on the Honors College (X3053)	7,638*		7,638	
Pacific Science Center Foundation				
Establishment of a regional learning center in mathematics (B3222)	176,000		100,000	76,000
The Peace Corps				
Conference on the returned Peace Corps volunteer (X3053)	15,000		15,000	
Phillips Academy, Andover				
Program in teaching visual perception (B3210)	120,000		55,000	65,000
Pittsburgh, University of				
Fellowships for mature women in the grad- uate library school (X3035)		20,000	10,000	10,000
Study of values in a changing environment (B3198)		50,000	50,000	
Portland (Oregon) Public Schools				
Experimental program of in-service training of teachers (B3200)		188,000	94,000	94,000
Princeton University				
Cooperative program for specialized work in exotic languages and related courses for undergraduates from other institutions (B3139)		50,000	50,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Princeton University (<i>continued</i>)				
Interuniversity program of undergraduate study abroad in international relations (X2965)		\$14,000	\$14,000	
National undergraduate program of overseas study of Arabic (X3069)	\$100,000		50,000	\$50,000
Research on internal warfare (B3125)		70,000	30,000	40,000
Study of disintegration of the Federation of the West Indies (B3170)		30,000	30,000	
Study of social and psychological factors in fertility by Office of Population Research (B3145)		72,500	25,000	47,500
Puerto Rico, Commonwealth of, Department of Education				
Conferences on child development in Puerto Rico (X3053)	15,000		15,000	
Purdue University				
Experiment in teaching economics in elementary schools (B3143)		33,000	33,000	
Radcliffe College				
Fellowships at Radcliffe Institute for Independent Study (B3018, B3255)	100,000	30,000	30,000	100,000
Study of economic assistance programs (B3117)		44,000	22,000	22,000
Rhode Island College				
Preparation of adjunct professors of elementary education (X3073)	120,000		32,400	87,600
Rhode Island School of Design				
Senior honors program in Italy (B2985, X2988)		12,000	12,000	
Robert R. Moton Memorial Foundation, Inc.				
Conferences on higher education of Negroes (X3103)	30,000		30,000	
Rutgers—The State University				
Research on learning (B3169)		155,500	86,500	69,000
Seminar and experimental workshop in art (X3053)	15,000		15,000	
San Francisco Art Institute				
Humanities program in the College (B3211)	72,000		30,000	42,000
San Francisco State College				
Chinese language program for secondary schools (X3087)	50,000		25,000	25,000
Sarah Lawrence College				
Support of Center for Continuing Education (B3176)		81,000	27,000	54,000
Seton Hall University				
Chinese and Japanese language program for secondary schools (X3086)	60,000		30,000	30,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Simmons College				
Training program in urban teaching for mature women (X3064)	\$75,000		\$39,000	\$36,000
Social Science Research Council				
Administrative expenses (B3184)		\$280,000	70,000	210,000
Fellowships and grants-in-aid (B3185)		420,000	105,000	315,000
Research and conferences on international organizations (B3136)		100,000	100,000	
Research seminars and conferences on modern Chinese society (X3068)	100,000		30,000	70,000
Southern California, University of				
Chinese and Japanese language program for secondary schools (B3140)		65,000	65,000	
To complete a book on English composition (X3053)	15,000		15,000	
Stanford University				
Automated laboratory for research on learning and teaching (B3123)		367,400	135,800	231,600
Interuniversity program of undergraduate study in Japan (B3022, B3118)		61,000	61,000	
Interuniversity program of undergraduate study in Taiwan (X2985)		40,000	40,000	
Research on the learning process (B3040)		50,000	50,000	
Research on school boards (X3066)	95,000		95,000	
To strengthen the program in art (X3081)	150,000		43,500	106,500
Stillman College				
Experimental freshman program in the humanities (B3163, X3120)	54,000*		54,000	
Syracuse University				
Support of Center for Continuing Education of Women (B3153)		18,000	18,000	
Study of decision-making in large metropolitan school systems (B3179)		176,500	100,000	76,500
Study of administration of federal education programs (X3100)	20,000		20,000	
Talladega College				
Faculty development in collaboration with Dartmouth College (B3163, X3104)	50,000*		50,000	
Teachers College, Columbia University				
Afro-Anglo-American program in teacher education (B3116) (see also page 80)		75,000	75,000	
Study of Negro colleges in the United States (X2998)		25,000	25,000	
Tougaloo College				
Advanced study for faculty (B3163, X3030)		15,000	15,000	
Tuskegee Institute				
To strengthen its academic program (B3163, B3165)		250,000	100,000	150,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
United Negro College Fund Study of fund raising procedures and distribution policies (B3163, X3071)	\$35,500*		\$35,500	
Vanderbilt University Research and graduate training on the process of modernization in Latin America (B3090)		\$60,000	30,000	\$30,000
Virgin Islands, College of the Precollege summer session (X3053)	15,000		15,000	
Virginia Museum of Fine Arts Art program for Virginia colleges and universities (X3097)	64,100		49,490	14,610
Washington University Chinese and Japanese language program for secondary schools (X3009)		70,000	40,000	30,000
Webster College Establishment of Webster Institute of Mathematics and Science (B3221)	250,000		50,000	200,000
Wesleyan University Support of two experimental colleges within the University (B3127)		75,000	75,000	
Western Reserve University Program of philosophical studies with Case Institute of Technology (B3190)		193,500	73,000	120,500
Williams College Development of residential house plan (B3236)	130,000		26,000	104,000
Wisconsin, University of Experiment in broadening opportunities for higher education (B3174)		287,000	100,000	187,000
Experimental program of fellowships for women (B3129)		40,000	40,000	
Faculty exchange with the Agricultural and Technical College of North Carolina, North Carolina College at Durham, and Texas Southern University (X3043)		150,000	150,000	
Research and training in history of tropical countries (B3019, X3083)	156,000	43,000	43,000	156,000
Scholarships for teachers from predominantly Negro colleges to attend a summer insti- tute in mathematics (X3053)	15,000		15,000	
Women's Educational and Industrial Union Partnership teaching program (X3053)	14,000		14,000	
Wood County, West Virginia, Board of Education Experimental counseling and placement service (B3197)		50,000	50,000	
Xavier University Speech improvement program (B3163, X3119)	70,500*		33,500	37,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Yale University				
Research on African attitudes and actions (X3008)		\$40,000	\$20,000	\$20,000
Research on learning (X3014)		30,000	15,000	15,000
Studies in the theory of international politics (X2983)		60,000	20,000	40,000
Support of Southern Teaching Program (X3075)	\$40,000		40,000	
Experimental five-year B. A. program (B3234)	300,000		23,000	277,000
Studies and Programs Administered by the Officers				
Appraisal of new programs of teaching mathematics in schools (X2957)		4,043	{ 43(a) 4,000	
Dissemination of results of Corporation grants (X3020)		73,043	10,902	62,141
Distribution of American art teaching materials (B2954, X2976)		22,341	21,246	1,095
Fellowships and travel grants (B3082, X3060)	125,000	122,532	76,406	171,126
National educational assessment (X3037, B3228)	260,000	87,787	305,242	42,545
Research on preschool education (X3053)	11,000		4,750	6,250
Research and writing on creativity and teaching (X3053)	4,500		4,500	
Research and writing on thought processes (X3053)	15,000		5,533	9,467
Study of role of universities in under- developed countries (B3030)		3,673	3,000	673
Funds Made Available but Remaining Unallocated				
Discretionary Fund (X3122)	75,000	75,000	(b)	75,000
Member colleges of the United Negro College Fund (B3163)		260,000	(b)	
Conditional Grants (B3231, X3093)	507,500			507,500
TOTAL APPROPRIATED OR ALLOCATED	\$11,070,981			
Less: Allocated from funds voted in previous years as shown (*) above	335,000			
TOTALS: UNITED STATES	<u>\$10,735,981</u>	<u>\$12,191,152</u>	<u>\$12,375,709</u>	<u>\$10,551,424</u>

(a) Written off; included in total payments.

(b) \$335,000 allocated to individual institutions included in list.

Appropriations and Payments—United States

ADJUSTMENTS OF APPROPRIATIONS	Not required: written off (listed above)	\$223,043
	Refunds from grants made in previous years	
	1931-32 Scholarly Publication Funds (B903, B915)	3,125
	1959-60 Chicago, University of (X2867)	259
	1959-60 Haverford College (X2854)	200
	1959-60 Michigan, University of (B2972)	197
	1959-60 Syracuse University (X2822)	115
	1960-61 American Association for the Advancement of Science (X2890)	435
	1961-62 American Academy of Arts and Sciences (X2937)	14,673
	1961-62 American Universities Field Staff (X2939)	3,969
	1961-62 Dartmouth College (B3078)	51,014
	1961-62 Psychological Corporation (X2946)	11,189
	1962-63 National Commission on Accrediting (X3001)	231
	1962-63 Reed College (X2999)	3,089
	1962-63 Social Science Research Council (X2957)	2,220
	1963-64 Association of Research Libraries (X2999)	1,694
	1963-64 Harvard University (X3025)	45,477
	1963-64 New York, University of the State of (X2999)	5,302
	1963-64 Syracuse University (X2999)	154
		<u>\$366,386</u>

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
Ahmadu Bello University Establishment of Institute of Education (B3244)	\$168,000		\$84,000	\$84,000
American Council of Learned Societies Fellowships in American studies for Australian and New Zealand scholars (B3229)	160,000		40,000	120,000
Association of Universities and Colleges of Canada Study of pension plans (X3092)	40,000		40,000	
Basutoland, Bechuanaland Protectorate and Swaziland, University of Teacher training activities (B3249)	93,800		24,920	68,880
Committee of Vice-Chancellors (Nigeria) Support of a secretariat (X3011)		\$102,000		102,000
East Africa, University of Development of institutes of education (B3207)		96,000	42,000	54,000
Education and World Affairs Overseas Educational Service Additional costs of appointing Americans to education faculties at African uni- versities (X3108)	60,000		15,000	45,000
Ibadan, University of Support of Institute of Librarianship (X2993)		37,000	37,000	
Liaison between Institute of Education and teachers colleges (X2979)		27,000	13,500	13,500
Workshop on teaching African history (X3061)	36,000		36,000	
International Association of Universities Travel expenses of delegates from Africa and the West Indies to Tokyo conference (X3054)	10,000*		10,000	
Iowa, University of Teaching and research in Africa on child development (B3250)	22,000		22,000	
Makerere University College Support of Institute of Education (B3246)	192,500		111,770	80,730
Nigeria, University of Travel in Africa by the education faculty (B3245)	20,000		20,000	
Swaziland Department of Education Experiment in English language teaching (X3054)	15,000*		15,000	
Teachers College, Columbia University Afro-Anglo-American program in teacher education (B3116) (see also page 76)		75,000	75,000	

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
University College, Dar es Salaam Extramural program (B3109) Support of Institute of Education (B3247)	\$44,500	\$70,000	\$24,961 27,500	\$45,039 17,000
University College, Nairobi Expansion of extramural program (X2859, B3160) Short courses for mature students (B3110) Development of education library (B3248)	60,000	63,500 13,500	63,500 13,500 35,000	25,000
University Provisional Council, Zambia Additional costs of the appointment of American staff (X3107)	70,000			70,000
West African Examinations Council Expenses of consultant on the oral testing of English (X3054)	705		705	
Studies and Programs Administered by the Officers Travel grants: 98 allocations (X2926, X2969, X3012, X3062)	11,292* 198,454 }	99,778	156,163	142,069
Funds Made Available but Remaining Unallocated Discretionary Fund (X3123) Travel grants (X3062)	25,000 1,546	25,000	(a)	25,000 1,546
TOTAL APPROPRIATED OR ALLOCATED	\$1,228,797			
Less: Allocated from funds voted in previous years as shown (*) above	36,292			
TOTALS: COMMONWEALTH	\$1,192,505	\$608,778	\$907,519	\$893,764

(a) \$25,000 allocated to individual institutions included in list.

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Refunds from grants made in previous years</i>	
	<i>1962-63 Association of American Law Schools (X2958)</i>	\$38
	<i>1962-63 Educational Services Incorporated (X2958)</i>	639
		<u>\$677</u>

UNITED STATES AND COMMONWEALTH PROGRAMS
SUMMARY OF APPROPRIATIONS AND PAYMENTS

	<i>Appropriated or Allocated During 1964-65</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1964-65</i>	<i>Unpaid Balance Carried Forward</i>
FOR PURPOSES IN UNITED STATES	\$10,735,981	\$12,191,152	\$12,375,709	\$10,551,424
FOR PURPOSES IN COMMONWEALTH	1,192,505	608,778	907,519	893,764
	<u>\$11,928,486</u>	<u>\$12,799,930</u>	<u>\$13,283,228</u>	<u>\$11,445,188</u>

Grants for Travel Commonwealth Program

During the Year Ended September 30, 1965

From Australia

J. A. BARNARD
Senior Fellow in Economic History, Australian
National University
Teaching and research in economic history,
United States and Canada

HARRISON BRYAN
Librarian, University of Sydney
Undergraduate library service and use of auto-
mation in libraries, United States and Canada

MALCOLM CHAIKIN
Professor of Applied Science, University of New
South Wales
Applied science, textile science, and technology,
United States

J. C. DAVIES
Professor of French, University of New England
Language laboratories and teaching methods in
graduate schools, United States

R. B. FISHER
Assistant Registrar, University of Sydney
University administration, personnel policies, and
admissions procedures, United States and
Canada

K. L. O. GILLION
Senior Lecturer in History, University of Adelaide
Asian studies, United States

CHARLES GRIMSHAW
Senior Lecturer in History, University of Queens-
land
International relations and foreign policy, United
States and Canada

H. P. HESELTINE
Senior Lecturer in English, University of New
South Wales
American studies and teaching of Australian
literature, United States

SISTER M. VIANNEY HORGAN, O.P.
St. Mary's Dominican Convent, Cumberland Park
Role of music in education, United States

A. L. JOHNSON
Assistant National Librarian, Canberra
Administration of large research libraries and auto-
mation of library systems, United States and
Canada

L. W. JOHNSON
Director of Education, Territory of Papua and
New Guinea
Educational planning and administration, Malay-
sia, West Indies, Puerto Rico, and the United
States

ANGELA A. JONES
Principal, University Women's College, University
of Melbourne
University residential accommodation and pro-
grams of continuing education for women,
United States and Canada

G. R. MEYER
Senior Lecturer in Biology, University of Sydney
Development of secondary school science curricula,
United States and Africa

A. C. MILLAR
Education Department Liaison Officer, Australian
Broadcasting Commission
Educational television, United States and Canada

A. G. MITCHELL
Vice-Chancellor, Macquarie University
Problems of higher education and academic ad-
ministration, United States and Canada

J. D. PITCHFORD
Reader in Economics, Australian National Uni-
versity
Teaching of mathematical economics, United
States

ERNEST ROE
Senior Lecturer in Education, University of
Adelaide
Influence of libraries on education, United States

P. E. ROSSELL
Senior Staff Officer, Adult Education, University
of Sydney
Adult education programs and educational tele-
vision, United States and Canada

A. G. SERLE
Reader in History, Monash University
Organization of area study programs and teaching
of British Commonwealth and Australian his-
tory, United States and Canada

L. N. SHORT
Director, Educational Research Unit, University
of New South Wales
Structure of higher education and current research
on college teaching, United States and Canada

D. W. SMITH

Senior Lecturer in Law, Australian National University
Teaching of labor and industrial law, United States and Canada

F. J. WEST

Professorial Fellow in Pacific History, Australian National University
Comparative government and research on political development of new nations, United States

ERIC WESTBROOK

Director, National Gallery of Victoria, Melbourne
Museum administration and art education, United States

From Basutoland

J. W. BLAKE

Vice-Chancellor, University of Basutoland, Bechuanaland Protectorate and Swaziland
Foundations and educational organizations concerned with Africa, United States and Canada

E. L. MUTH

Director, School of Law, Economics, and Administration, University of Basutoland, Bechuanaland Protectorate and Swaziland
Training and research in government and administration, Africa and the United Kingdom

From Ghana

S. I. A. KOTEI

Senior Librarian, Padmore Research Library, Ghana Library Board, Accra
Organization and administration of Africana libraries, United States

B. S. KWAKWA

Lecturer in Education, University of Ghana
The educational system and teaching of English, United States

K. A. OBESE-JECTY

Registrar, University College of Science Education, Cape Coast
University administration and teacher training, United States

From Hong Kong

T. C. LAI

Assistant Director, Department of Extra-Mural Studies, University of Hong Kong
Adult education, United States and Canada

From Kenya

P. E. FORDHAM

Principal, College of Social Studies, Nairobi
Adult education with particular reference to correspondence courses, United States

From Malta

E. J. B. COSTANZI

Vice-Chancellor, Royal University of Malta
Higher education, United States and Canada

From New Zealand

ARTHUR BEACHAM

Vice-Chancellor, University of Otago
University administration, United States and Canada

E. N. BRACEY

Lecturer in Arts and Crafts, Hamilton Teachers College
Art education, United States and Canada

S. G. CULLIFORD

Assistant Principal, Victoria University of Wellington
Site planning and development of urban universities, United States and Canada

E. H. LEATHAM

Chief Librarian, Department of Scientific and Industrial Research, Wellington
Staffing, design, and equipment of libraries, United States and Canada

N. P. MARKHAM

Associate Professor of Medical Microbiology, University of Otago
Teaching and research in microbiology, United States and Canada

R. E. F. MATTHEWS

Professor of Microbiology, University of Auckland
Plant viruses and teaching of undergraduate medical microbiology, United States

W. J. McELDOWNEY

University Librarian, University of Otago
University libraries, United States

RONALD O'REILLY

City Librarian, Canterbury Public Library, Christchurch, and Visiting Director, Institute of Librarianship, University of Ibadan, Nigeria
Public library services, United States and Canada

Grants for Travel—Commonwealth Program

J. R. ROBINSON
Professor of Physiology, University of Otago
Medical education and research in physiology,
United States

P. B. A. SIM
Senior Lecturer in Law, University of Auckland
Legal education, United States

From Nigeria

J. A. ADEFARASIN
Justice of the High Court, Lagos
Courts of law, United States and Canada

ABIMBOLA A. OMOLOLU
Headmistress, Adrao International School, Lagos
Teaching methods, United States

T. O. SHOTUNDE
Acting Registrar, University of Ife
University administration, United States and
Canada

GLEN TAGGART
Vice-Chancellor, University of Nigeria
Higher education, meeting of International Association of Universities, Japan

L. K. ZERBY
Director, General Studies, University of Nigeria
Undergraduate curricula, Africa

From Singapore

Z. N. KADRI
Physician-in-Charge, Students' Health Service,
University of Singapore
College and university health services and psychological testing, United States

From South Africa

E. V. AXELSON
Professor of History, University of Cape Town
Teaching of African history, United States

E. E. BAART
Senior Lecturer in Physics, Rhodes University
Teaching of undergraduate physics, United States

T. H. BARRY
Director of Palaeontology, South African Museum,
Cape Town
Museum services, United States

G. L. ISAACS
Professor of Mathematics, University of the Witwatersrand
Teaching of undergraduate mathematics, United States

C. M. LAKHI
Professor of the History of Art, University College,
Durban
Art history with particular reference to Oriental art, United States

BETTY LUNN
Lecturer in Librarianship, University of the Witwatersrand
Training for librarianship, United States

ANDRIES NEL
Professor of Geography, University of Stellenbosch
Regional planning, United States

J. G. SUTHERLAND
Editor, *Evening Post*, Port Elizabeth
Teaching of English as a second language, United States and Canada

G. J. TROTTER
Senior Lecturer in Economics, University of Natal
Economics of education and theory of linear programming, United States

C. H. VERMEULEN
City Librarian, Cape Town
Library services and library schools, United States

From the United States

CARL EISEMAN, JR.
Professor of Education, Knox College
Consultations with Department of Education,
University College, Nairobi, Kenya

W. H. PIERSON
Professor of Art, Williams College
Consultations and lectures on American art and culture, Australia and New Zealand

From Zambia

P. R. D. FRANCIS
Senior Poultry Officer, Government of Zambia
Extension methods in poultry husbandry, United States

FERGUS MACPHERSON
Dean of Student Affairs, University of Zambia
Residential universities and student affairs,
Africa, the United States, Canada, and the United Kingdom

Institutions Receiving Subsidies to Purchase Color Slides of the Arts of the United States

During the Year Ended September 30, 1965

Readers of previous annual reports will be familiar with the extensive survey of American art that was made under Carnegie auspices. Grants to the University of Georgia resulted in the selection, by a distinguished committee, of art objects in eighteen categories to be reproduced in color-slide form for teaching purposes. The slides were organized into two sets, one of 2,500 slides, the other of 1,500.

For the past eight years the Corporation has offered subsidies of 50 per cent of the purchase price to institutions buying the sets. During 1964-65, which was the final year of the program, the following institutions received subsidies:

Sets of 2,500 Slides

University of California, Santa Cruz, California
Canal Zone Library-Museum, Balboa Heights,
Canal Zone
College of the Holy Cross, Worcester, Massa-
chusetts
Edinboro State College, Edinboro, Pennsylvania
Florida Atlantic University, Boca Raton, Florida
Hampton Institute, Hampton, Virginia
McClelland Public Library, Pueblo, Colorado
Melbourne Public Library, Melbourne, Florida
Museum of Fine Arts, Boston, Massachusetts
Plainfield Public Library, Plainfield, New Jersey
St. Anselm's College, Manchester, New Hampshire
Stout State University, Menomonie, Wisconsin
Swarthmore College, Swarthmore, Pennsylvania
Trinity University, San Antonio, Texas

Sets of 1,500 Slides

Albright College, Reading, Pennsylvania
Alliance College, Cambridge Springs, Pennsylvania
Antioch College, Yellow Springs, Ohio
Arkansas State Teachers College, Conway,
Arkansas
Bowdoin College, Brunswick, Maine
California State College at Los Angeles, Los
Angeles, California

Charlotte College, Charlotte, North Carolina
Coker College, Hartsville, South Carolina
College of Wooster, Wooster, Ohio
Howard University, Washington, D. C.
John Carroll University, Cleveland, Ohio
Mobile Art Gallery, Mobile, Alabama
Mount Mercy College, Pittsburgh, Pennsylvania
Mount Union College, Alliance, Ohio
New Mexico State University, University Park,
New Mexico
New York State Historical Association, Coopers-
town, New York
Northwest Missouri State College, Maryville,
Missouri
Radford College, Radford, Virginia
St. Michael's College, Winooski, Vermont
Salt Lake City Public Library, Salt Lake City,
Utah
Seattle University, Seattle, Washington
Shippensburg State College, Shippensburg, Penn-
sylvania
Texas Woman's University, Denton, Texas
Trinity College, Hartford, Connecticut
West Chester State College, West Chester, Penn-
sylvania
Whitman College, Walla Walla, Washington
Willamette University, Salem, Oregon
Youngstown University, Youngstown, Ohio

The Treasurer's Report

Statements of the Corporation's assets and liabilities at September 30, 1965, its income and expenditures for the year ended on that date, and the securities owned at the year end with their book and market values appear on pages 94 through 105. These statements were audited by the independent public accounting firm of Price Waterhouse & Co. The accountants' opinion that the statements present fairly the Corporation's financial position and its income and expenses and appropriations appears on page 93.

The following comments are intended to highlight and supplement this information.

Assets

During the year the Corporation's assets at book value increased by \$7,113,906. This increase was realized principally by the reinvestment of net profits on securities that were sold.

The Corporation's Capital Fund at book is \$229,971,215. It comprises the original endowment fund of \$135,336,869, plus accumulated net realized gains to date of \$94,634,346. Valuing the assets at market prices on September 30, 1965, the Capital Fund would be increased by \$101,603,670 of unrealized gains, making a total of \$331,574,885 in assets, which is an increase of 145 per cent in the original endowment.

ANNUAL REPORT FOR 1965

The accumulated net gain realized is set aside in the Capital Gains Account since, in counsel's opinion, it is not income and consequently not available for appropriation.

Other Assets

Cash and marketable securities at book value make up more than 99 per cent of the Corporation's assets. The remainder is mostly from bequests under the wills of Mr. and Mrs. Carnegie.

CARNEGIE HOUSE PROPERTIES

The Carnegie House properties, consisting of the land and two buildings at 2 East 91st Street and 9 East 90th Street, New York City, were bequeathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation's books at the nominal value of \$1.00. The properties are leased rent-free until September 30, 1970, to Columbia University and occupied by the Columbia University School of Social Work, a graduate school of the University.

HOME TRUST COMPANY

Home Trust Company was organized in 1901 in New Jersey by Mr. Carnegie to care for various of his financial interests after he retired. It became trustee of certain trusts set up by him during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in general banking business nor accepted deposits, and it accepts no new business. Its activities have steadily declined as recipients of pensions and annuities have died.

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at \$334,195, the appraised value when acquired

THE DETAILED RECORD

in 1925 from Mr. Carnegie's estate. The Corporation also owns the reversionary interests in various trusts established by Mr. Carnegie and administered by Home Trust Company. The present unrecovered balance of the reversionary interests is \$309,810.

ADVANCES TO THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

To enable The Carnegie Foundation for the Advancement of Teaching to carry out its obligations for payment of free pensions to retired college and university teachers and their widows, the Corporation is committed to advance up to \$15,000,000 without interest to the Foundation. Through September 30, 1965, the Corporation had advanced \$14,600,000 from income to the Foundation. At the present time the Corporation has a reserve of \$400,001 set aside from past income to meet the balance of its commitment.

These advances are to be repaid by the Foundation from time to time in the future from whatever income it has available after payment of pensions and other expenditures. The present value of the advances depends, of course, on the rate of repayment. Because there is not now any way to determine their present value, the advances are carried on the Corporation's books at the nominal value of \$1.00.

Investment Transactions During the Year

The proceeds from redemptions, maturities, sale of government bonds, and some preferred stocks were used to purchase higher interest corporate bonds. A number of common stocks were sold and the proceeds, including the net realized gains, were reinvested in other common stocks considered more desirable. These changes continue to increase the income.

A summary showing the changes in investments, the market value at the year end, and the profit or loss on securities sold during the year follows:

ANNUAL REPORT FOR 1965

<i>September 30, 1964</i>		<i>September 30, 1965</i>		
	<i>Book Amount</i>	<i>Book Amount</i>	<i>Approximate Market</i>	<i>Gain or (Loss) on Securities Sold During the Year</i>
Bonds				
U. S. Government	\$20,262,984	\$10,183,047	\$10,100,094	(\$37,232)
Other	94,318,086	106,668,797	103,977,388	(44,169)
Mortgages	15,645,866	14,231,520	14,172,780	38,001
Stocks				
Preferred	4,253,425	2,633,674	2,513,911	(258,217)
Common	98,645,403	107,016,541	211,573,076	8,466,983
	<u>\$233,125,764</u>	<u>\$240,733,579</u>	<u>\$342,337,249</u>	<u>\$8,165,366</u>

In addition to the above, \$1,000,000 of funds are deposited in a savings account.

Income

The income from securities for the year 1965 was \$12,741,393, and is an increase of \$504,871 over 1964. Security income represents a return of 5.27 per cent on cost of securities held at the year end, or a yield of 3.71 per cent on market value. Other income included \$113,445 interest income received from Home Trust Company from trusts administered by them. In addition, \$33,564 was received as dividends on annuity policies. The Corporation purchased the annuities from Teachers Insurance and Annuity Association to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching.

Appropriations

For both the United States and Commonwealth programs a total of \$11,928,486 was appropriated in the fiscal year 1965. Detail of these appropriations is given in the secretary's report on pages 66 through 81.

THE DETAILED RECORD

The amount that may be used for the Commonwealth program is 7.4 per cent of security income after deducting investment service and custody fees.

Total cash income from all sources was \$12,888,402; to this was added \$367,063 of appropriations refunded or not needed and \$497,141 unexpended income brought forward from last year, making a total for expenditure of \$13,752,606. After deducting operating expenses of \$907,322, and \$3,410 covering premiums for supplementary annuities for professors on The Carnegie Foundation for the Advancement of Teaching eligible list (this payment terminates the Corporation's obligation for these supplementary annuities), there remained a balance of \$12,841,874 available for current appropriation. Of this amount \$10,735,981 was appropriated for purposes in the United States and \$1,192,505 for the Commonwealth program. At the year end there was unappropriated income of \$913,388; out of this balance \$29,266 may be spent for the Commonwealth program in future years.

TEN-YEAR RECORD OF INCOME AND DISPOSITION OF FUNDS

<i>Fiscal Year Ended September 30</i>	<i>Cash Income</i>	<i>Operating Expenses</i>	<i>Appropriations less Refunds, and Reserves for Professors' Annuities</i>	<i>Excess (Deficiency) of Income</i>
1956	\$9,380,221	\$602,690	\$9,432,414	(\$654,883)
1957	9,729,388	649,372	9,235,336	(155,320)
1958	9,603,628	707,136	8,720,001	176,491
1959	9,849,808	780,507	9,171,448	(102,147)
1960	10,646,490	792,498	9,904,902	(50,910)
1961	10,976,558	845,367	10,075,816*	55,375
1962	11,360,937	851,968	10,261,942	247,027
1963	11,785,719	856,562	11,079,711	(150,554)
1964	12,303,167	874,351	11,244,564	184,252
1965	12,888,402	907,322	11,564,833	416,247

* Payments to reserves terminated.

A detailed comparative statement of income and expenses and appropriations for 1963-64 and 1964-65 appears on page 96.

OPINION OF INDEPENDENT ACCOUNTANTS

TO THE BOARD OF TRUSTEES OF
CARNEGIE CORPORATION OF NEW YORK

In our opinion, the statements appearing on pages 94 through 105 present fairly the financial position of Carnegie Corporation of New York at September 30, 1965 and its income, expenses and appropriations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. Our examination of these statements was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of the cash and securities owned at September 30, 1965 by direct correspondence with depositaries.

PRICE WATERHOUSE & CO.

New York, N. Y.
October 29, 1965

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I

BALANCE SHEET

September 30, 1965

Assets

Securities at book amount (SCHEDULE A and NOTE 1)		
Bonds		
U. S. Government	\$10,183,047	
Other	106,668,797	
Mortgages (FHA and VA)	14,231,520	
Stocks		
Preferred	2,633,674	
Common	<u>107,016,541</u>	
Total (approximate market value \$342,337,249)		\$240,733,579
Cash (including \$1,000,000 in savings bank)		1,348,646
Miscellaneous receivables and deposits		3,560
Other Assets (NOTE 2)		
Reversionary interests	309,810	
Home Trust Co., capital stock	334,195	
Items at nominal value	<u>2</u>	
		644,007

\$242,729,792

NOTES

1. Investments in securities are generally carried at cost if purchased, and at quoted market value at dates of receipt if acquired by gift.
2. See pages 88-89.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I

B A L A N C E S H E E T

September 30, 1965

Funds, Reserves, and Liabilities

Capital Fund			
Endowment		\$125,000,000	
Legacies		10,336,869	
Capital gains (NOTE 2)			
Balance at beginning of year	\$86,541,945		
Add: Profit on sale of securities	8,165,366		
	<u>\$94,707,311</u>		
Less: Net loss on recovery of reversionary interests	<u>72,965</u>		
Balance at end of year		<u>94,634,346</u>	\$229,971,215
Reserve for pensions, Carnegie Foundation (NOTE 2)			400,001
	<u>Commonwealth</u>	<u>United States</u>	
Appropriations Payable (see page 81)	<u>\$893,764</u>	<u>\$10,551,424</u>	11,445,188
Unappropriated Income (EXHIBIT II)			913,388
			<u><u>\$242,729,792</u></u>

CARNEGIE CORPORATION OF NEW YORK

EXHIBIT II

Comparative Statement of Income, Expenses, and Appropriations

	<i>Year ended September 30</i>		<i>+ Increase</i>
	<i>1965</i>	<i>1964</i>	<i>— Decrease</i>
Income			
Dividends and interest on securities (SCHEDULE A)	\$12,741,393	\$12,236,522	+ \$504,871
Other income*	147,009	66,645	+ 80,364
	<u>\$12,888,402</u>	<u>\$12,303,167</u>	<u>+ \$585,235</u>
Less: Investment service and custody fee	115,032	105,629	+ 9,403
	<u>\$12,773,370</u>	<u>\$12,197,538</u>	<u>+ \$575,832</u>
Application of income			
Administrative expenses (SCHEDULE B)	792,290	768,722	+ 23,568
Net income	<u>\$11,981,080</u>	<u>\$11,428,816</u>	<u>+ \$552,264</u>
Professors' annuities premium payments	3,410		+ 3,410
Income available for appropriation	<u>\$11,977,670</u>	<u>\$11,428,816</u>	<u>+ \$548,854</u>
Appropriations			
Authorized during current year (see page 81)	\$11,928,486	\$12,420,999	— \$492,513
Authorized during prior years		400,000	— 400,000
	<u>\$11,928,486</u>	<u>\$12,820,999</u>	<u>— \$892,513</u>
Less: Refunded or not needed	367,063	1,576,435	— 1,209,372
Net funds appropriated	<u>\$11,561,423</u>	<u>\$11,244,564</u>	<u>+ \$316,859</u>
Excess of income for the year	<u>\$416,247</u>	<u>\$184,252</u>	<u>+ \$231,995</u>
Balance, unappropriated income			
beginning of fiscal year	<u>497,141</u>	<u>312,889</u>	<u>+ 184,252</u>
Balance, unappropriated income			
end of fiscal year	<u>\$913,388</u>	<u>\$497,141</u>	<u>+ \$416,247</u>

* See page 90.

CARNEGIE CORPORATION OF NEW YORK

SCHEDULE A

Summary of Securities Held

September 30, 1965

and Income for the Year

	<i>Book Amount</i>	<i>Approximate Market</i>	<i>+ Greater or - Less than Book</i>	<i>Income</i>
Bonds				
U. S. Government	\$10,183,047	\$10,100,094	— \$82,953	\$714,884
Other	106,668,797	103,977,388	— 2,691,409	4,398,506
Totals	<u>\$116,851,844</u>	<u>\$114,077,482</u>	— \$2,774,362	<u>\$5,113,390</u>
Mortgages (FHA and VA)	14,231,520	14,172,780	— 58,740	701,875
Stocks				
Preferred	2,633,674	2,513,911	— 119,763	169,838
Common	107,016,541	211,573,076	+ 104,556,535	6,756,290
Totals	<u>\$240,733,579</u>	<u>\$342,337,249</u>	<u>+\$101,603,670</u>	<u>\$12,741,393</u>

Statement of Securities

September 30, 1965

	<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
U. S. Government				
Treasury Bills				
Oct. 31, 1965		\$264,000	\$262,356	\$262,356
Nov. 26, 1965		251,000	249,352	249,352
Dec. 9, 1965		843,000	835,383	835,383
Twelve Federal Land Banks				
4½s, July 15, 1969		\$250,000	252,852	250,625
4¾s, Mar. 20, 1969		1,210,000	1,197,297	1,202,438
4¼s, July 20, 1966		620,000	620,000	618,450
4¼s, Mar. 20, 1968		1,500,000	1,493,438	1,486,875
Federal National Mortgage Association				
Deb. 5½s, Ser. SM-1972-A, Feb. 10, 1972		1,000,000	996,250	1,030,000
Deb. 4½s, Ser. SM-1970-A, April 10, 1970		1,000,000	1,001,250	1,002,500
Deb. 4½s, Ser. SM-1977-A, Feb. 10, 1977		1,800,000	1,876,016	1,788,750
Deb. 4¾s, Ser. SM-1969-A, April 10, 1969		1,382,000	1,398,853	1,373,365
Totals			<u>\$10,183,047</u>	<u>\$10,100,094</u>

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Alabama Power Co. 1st 5s, April 1, 1990	\$365,000	\$362,542	\$369,563
Alberta (Canada), Province of Treasury 4.40s, Feb. 8, 1968 (Registered)	1,000,000	1,000,000	990,000
Alcan Aluminum Corp. Promissory Notes 4¾s, Dec. 31, 1984 (Registered)	1,000,000	1,000,000	975,000
Allied Chemical & Dye Corp. Deb. 3½s, April 1, 1978 (Registered)	1,100,000	1,089,000	995,500
Aluminum Co. of Canada, Ltd. S. F. Deb. 4½s, April 1, 1980	975,000	996,977	945,750
Amax Realty Corp. Notes 4.85s, June 1, 1986 (Registered)	1,250,000	1,250,000	1,243,750
American Can Co. Deb. 4¾s, July 15, 1990 (Registered)	977,000	984,816	979,443
American Telephone & Telegraph Co. Deb. 4¾s, April 1, 1985 (Registered)	1,000,000	1,012,140	970,000
Deb. 3¾s, July 1, 1990 (Registered)	1,000,000	1,027,500	896,250
Deb. 3¾s, Dec. 1, 1973 (Registered)	1,037,000	1,051,784	955,336
Deb. 2¾s, Feb. 1, 1971 (Registered)	1,000,000	1,007,970	910,000
Associates Investment Co. Deb. 5¼s, Aug. 1, 1977	567,000	591,098	578,340
Bell Telephone Co. of Canada, (The) 1st 4¾s, May 1, 1988 (Registered)	1,500,000	1,494,600	1,488,750
1st 4.80s, Ser. Z, Oct. 1, 1989 (Registered)	1,000,000	1,000,000	987,500
Bethlehem Steel Corp. Cons. S. F. 2¾s, Ser. I, July 15, 1970	275,000	279,813	252,313
B. P. North American Finance Corp. Promissory Notes 5½s, Sept. 15, 1985 (Registered)	1,500,000	1,374,885	1,374,885
Celanese Corp. of America Promissory Notes 4¾s, April 1, 1990 (Registered)	2,000,000	2,000,000	1,970,000
Celbess Corp. 1st 5¼s, Nov. 30, 1974 (Registered)	2,344,310	2,344,310	2,344,310
Chicago, Burlington & Quincy RR Co. Conditional Sale Agreement 3¾s, Ser. B, May 1, 1967	172,552	168,100	170,395
C.I.T. Financial Corp. Promissory Notes 4¾s, April 1, 1987 (Registered)	1,500,000	1,500,000	1,470,000
Deb. 4¾s, July 1, 1970 (Registered)	2,000,000	1,978,750	2,000,000
Deb. 3½s, Sept. 1, 1970	500,000	492,875	476,250
Columbia Gas System, Inc. Deb. 3¾s, Ser. F, April 1, 1981 (Registered)	750,000	748,164	675,000

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Commercial Credit Co. Notes 4¾s, Jan. 15, 1982 (Registered)	\$2,000,000	\$2,000,000	\$1,955,000
Consolidated Edison Co. of New York, Inc. 1st & Ref. 5s, Ser. N, Oct. 1, 1987 (Registered)	1,000,000	1,007,770	1,050,000
1st & Ref. 4¾s, Ser. R, June 1, 1990 (Registered)	1,000,000	1,007,990	1,010,000
Consolidated Natural Gas Co. Deb. 5s, Feb. 1, 1985	967,000	975,582	991,175
Consumers Power Co. 1st 4¾s, Oct. 1, 1987	145,000	145,927	146,987
Deere (John) Credit Co. Deb. 4⅞s, Ser. A, Oct. 31, 1985 (Registered)	1,000,000	990,000	1,007,500
Deering Milliken, Inc. Notes 4.55s, June 1, 1988 (Registered)	701,000	701,000	700,299
Detroit Edison Co. Gen. & Ref. 4⅞s, Ser. P, Aug. 15, 1987 (Registered)	1,000,000	1,000,000	1,007,500
Duquesne Light Co. S. F. Deb. 5s, Mar. 1, 2010	887,000	895,179	895,870
Erie Mining Co. 1st 4½s, Ser. B, July 1, 1983 (Registered)	1,715,000	1,665,059	1,663,550
First National City Bank of New York Conv. Notes 4s, July 1, 1990 (Registered)	1,250,000	1,287,840	1,387,500
Florida Power Corp. 1st 3⅞s, July 1, 1986	1,015,000	1,029,600	914,769
Ford Motor Co. Promissory Notes 4s, Nov. 1, 1976 (Registered)	2,010,000	2,010,000	1,909,500
Ford Motor Credit Co. Notes 4¾s, Mar. 1, 1979 (Registered)	2,000,000	2,000,000	1,950,000
Four Corners Pipe Line, Inc. Notes 5s, Sept. 1, 1982 (Registered)	622,000	622,000	634,440
General Electric Credit Corp. Notes 4.85s, June 15, 1990 (Registered)	1,035,000	1,035,000	1,006,538
Notes 4¾s, Nov. 1, 1987 (Registered)	1,000,000	1,000,000	972,500
Promissory Notes 4½s, Dec. 31, 1966 (Registered)	2,000,000	2,000,000	2,000,000
General Motors Acceptance Corp. Deb. 5s, Mar. 15, 1981	775,000	771,125	790,500
Deb. 3⅝s, Sept. 1, 1975	600,000	594,500	547,500
Goodrich Co., B. F. Promissory Notes 3¼s, Sept. 1, 1977 (Registered)	1,425,000	1,425,000	1,264,688

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Gulf States Utilities Co. 1st 4 $\frac{7}{8}$ s, July 1, 1990	\$1,000,000	\$1,008,670	\$1,017,500
Howe Sound Realty Corp. Notes 4.85s, June 1, 1986 (Registered)	1,250,000	1,250,000	1,243,750
ICI Financial Corp. Promissory Notes 6.52s, Aug. 1, 1985 (Registered)	1,500,000	1,500,000	1,500,000
Indiana & Michigan Electric Co. S. F. Deb. 5 $\frac{1}{8}$ s, June 1, 1986	500,000	508,860	522,500
Industrial Acceptance Corp., Ltd. S. F. Deb. 5 $\frac{1}{4}$ s, Ser. Z, Oct. 1, 1982 (Registered)	1,000,000	1,000,000	972,500
International Bank for Reconstruction & Development			
4 $\frac{3}{4}$ s, Nov. 1, 1980 (Registered)	500,000	498,263	502,500
4 $\frac{1}{2}$ s, Dec. 1, 1973 (Registered)	930,000	936,801	920,700
4 $\frac{1}{4}$ s, May 1, 1978 (Registered)	1,000,000	985,000	960,000
3 $\frac{3}{4}$ s, May 15, 1968	500,000	476,797	487,500
3s, July 15, 1972	766,000	766,000	695,145
United Kingdom Guaranteed 4 $\frac{3}{4}$ s (Colony of Southern Rhodesia) May 1, 1968–71 (Registered)	2,000,000	1,931,450	1,996,950
5s (Federal Power Board Rhodesia & Nyasaland)			
June 1, 1967 (Registered)	300,000	296,040	302,370
December 1, 1967 (Registered)	200,000	197,190	202,040
5 $\frac{1}{4}$ s (Federation of Nigeria) April 1, 1967–71 (Registered)	1,500,000	1,500,000	1,522,830
International Harvester Credit Corp. Deb. 4 $\frac{5}{8}$ s, Ser. A, Nov. 1, 1979	1,000,000	995,000	980,000
Louisiana Power & Light Co. 1st 5s, April 1, 1990	1,000,000	979,250	1,022,500
Louisville & Nashville RR Co. 1st & Ref. 3 $\frac{3}{8}$ s, Ser. I, April 1, 2003	965,000	962,875	704,450
Missouri Pacific RR Co. Conditional Sale Agreement 5.70s, Ser. A, Nov. 1, 1974	829,921	829,921	850,669
Montgomery Ward Credit Corp. Deb. 4 $\frac{7}{8}$ s, July 1, 1980	1,000,000	995,000	1,000,000
New York Telephone Co. Ref. 4 $\frac{1}{2}$ s, Ser. J, May 15, 1991 (Registered)	1,000,000	991,250	982,500
Northern States Power Co. 1st 5s, Dec. 1, 1990	500,000	506,125	518,750
Pacific Gas & Electric Co. 1st & Ref. 3 $\frac{3}{8}$ s, Ser. Y, Dec. 1, 1987 (Registered)	1,000,000	1,027,500	827,500

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Pacific Telephone & Telegraph Co. Deb. 5 $\frac{1}{8}$ s, Feb. 1, 1993	\$1,000,000	\$1,011,980	\$1,032,500
Deb. 4 $\frac{3}{8}$ s, Aug. 15, 1988	1,000,000	1,025,300	956,250
Philadelphia Electric Co. 1st & Ref. 2 $\frac{3}{4}$ s, Nov. 1, 1967	273,000	274,883	265,834
Potomac Electric Power Co. 1st 5s, Dec. 15, 1995	1,250,000	1,260,338	1,293,750
S. F. Deb. 4 $\frac{5}{8}$ s, Feb. 15, 1982 (Registered)	474,000	455,040	474,000
Public Service Co. of Indiana, Inc. 1st 4 $\frac{7}{8}$ s, Ser. L, Oct. 1, 1987 (Registered)	1,000,000	1,000,000	1,025,000
1st 3 $\frac{1}{8}$ s, Ser. F, Sept. 1, 1975	245,000	251,027	216,213
Public Service Electric & Gas Co. Deb. 4 $\frac{5}{8}$ s, Mar. 1, 1977	455,000	441,350	457,275
Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	905,000
Quebec Hydro-electric Commission Deb. 5s, Ser. X, July 15, 1984	1,000,000	1,000,000	1,000,000
Sears Roebuck Acceptance Corp. Sub. Deb. 4 $\frac{5}{8}$ s, May 1, 1977	1,400,000	1,386,000	1,387,680
Sears, Roebuck & Co. S. F. Deb. 4 $\frac{3}{4}$ s, Aug. 1, 1983	1,403,000	1,403,000	1,417,030
Shell Caribbean Petroleum Co. 4s, Oct. 1, 1968 (Registered)	2,400,000	2,400,000	2,352,000
Shell Funding Corp. Collateral Trust Notes 4 $\frac{1}{2}$ s, Ser. A, June 1, 1983 (Registered)	1,000,000	1,000,000	972,500
Simpsons-Sears Acceptance Co., Ltd. Deb. 5 $\frac{7}{8}$ s, Ser. C, Feb. 1, 1980 (Registered)	1,000,000	1,000,000	1,017,500
Southern Bell Telephone & Telegraph Co. Deb. 4s, Oct. 1, 1983	1,000,000	1,005,450	925,000
Southern Electric Generating Co. 1st 5 $\frac{1}{4}$ s, Ser. 1960, June 1, 1992	865,000	871,704	890,950
Southern Pacific Co. Eq. Tr. Cfts. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1967-71	1,000,000	1,007,684	965,363
Southern Railway Co. 1st Cons. 5s, July 1, 1994	1,000,000	1,333,176	1,020,000
Superior Oil Co. Deb. 3 $\frac{3}{4}$ s, July 1, 1981	1,000,000	1,000,000	920,000
Tennessee Gas Transmission Co. Deb. 5s, Sept. 1, 1982 (Registered)	1,000,000	1,012,500	990,000
Deb. 4 $\frac{1}{2}$ s, Jan. 1, 1977 (Registered)	418,000	427,489	400,235
Deb. 4 $\frac{1}{4}$ s, Sept. 1, 1974 (Registered)	935,000	991,147	890,588

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Texas Eastern Transmission Corp.			
1st 5½s, Sept. 1, 1977 (Registered)	\$410,000	\$418,601	\$421,275
1st 4½s, April 1, 1979 (Registered)	893,000	868,722	884,070
Texas Gas Transmission Corp.			
Deb. 5s, June 1, 1982	982,000	982,180	982,000
Texas Gulf Sulphur Co.			
Promissory Notes 4.70s, April 1, 1989 (Registered)	1,000,000	1,000,000	980,000
Promissory Notes 4.70s, Ser. Z, Oct. 1, 1989 (Registered)	1,000,000	1,000,000	980,000
Tidewater Oil Co.			
S. F. Deb. 3½s, April 1, 1986	1,000,000	1,000,000	865,000
Triangle Facilities, Inc.			
Notes 4¾s, Dec. 1, 1987 (Registered)	940,000	940,000	928,250
Trunkline Gas Co.			
1st 3½s, Nov. 1, 1975 (Registered)	717,000	717,000	666,810
Union Carbide Corp.			
S. F. Notes 4½s, Dec. 31, 1996 (Registered)	2,589,041	2,589,041	2,537,260
United Air Lines, Inc.			
Notes 5s, Feb. 1, 1984 (Registered)	2,000,000	2,000,000	1,975,000
U. S. Plywood Corp.			
S. F. Notes 4.95s, Aug. 1, 1988 (Registered)	1,500,000	1,504,297	1,477,500
U. S. Steel Corp.			
S. F. Deb. 4s, July 15, 1983	500,000	502,500	470,000
Utah Oil Refining Co.			
Promissory Notes 3.05s, Mar. 1, 1970 (Registered)	500,000	500,000	466,250
Woolworth Co., F. W.			
Promissory Notes 5s, Dec. 1, 1982 (Registered)	1,000,000	1,000,000	1,012,500
Totals		\$106,668,797	\$103,977,388
Totals, Bonds		<u>\$116,851,844</u>	<u>\$114,077,482</u>

<i>Mortgages</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Abilene AFB Housing, Inc.			
4% Mortgage Notes, 1965-82	\$5,036,959	\$5,103,696	\$4,810,295
Instlcorp, Inc.			
Collateral Trust Notes			
Ser. A-16, 5%, Dec. 31, 1991 (Registered)	2,541,293	2,456,546	2,541,293
Ser. A-21, 5%, Dec. 31, 1991 (Registered)	1,494,965	1,442,633	1,487,490
Ser. A-23, 4.96%, Dec. 31, 1991 (Registered)	1,124,032	1,105,818	1,118,412
Ser. A-19, 4.94%, Dec. 31, 1991 (Registered)	2,085,080	2,016,087	2,074,655
Ser. A-25, 4.64%, Dec. 31, 1991 (Registered)	607,716	582,014	592,523
Ser. A-29, 5.25%, June 30, 1992 (Registered)	820,736	820,418	833,047
Ser. A-31, 4.5%, June 30, 1992 (Registered)	741,000	704,308	715,065
Totals, Mortgages		<u>\$14,231,520</u>	<u>\$14,172,780</u>

<i>Preferred Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Appalachian Power Co., (cum.) 4½%	1,159	\$132,268	\$108,946
Atchison, Topeka & Santa Fe Ry. Co., (non-cum.) 5%	30,000	271,487	307,500
Connecticut Light & Power Co., (cum.) \$2	5,500	295,354	228,250
Niagara Mohawk Power Corp., (cum.) 3.90%	2,140	222,560	174,945
(cum.) 3.60%	2,300	236,555	171,925
Northern States Power Co., (cum.) \$3.60	1,130	116,108	83,620
Ohio Power Co., (cum.) 4½%	1,300	148,830	122,525
Pacific Gas & Electric Co., (cum.) 1st 5% Redeemable	21,000	552,493	553,875
South Carolina Electric & Gas Co., (cum.) 5%	3,300	173,468	169,950
U. S. Steel Corp., (cum.) 7%	3,500	484,551	592,375
Totals, Preferred Stocks		<u>\$2,633,674</u>	<u>\$2,513,911</u>

Statement of Securities—*continued*

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Aluminium, Ltd.	28,000	\$966,842	\$749,000
American Cyanamid Co.	34,500	2,192,113	2,673,750
American Metal Climax, Inc.	84,300	2,995,705	4,004,250
American Natural Gas Co.	44,500	2,032,976	2,158,250
American Smelting & Refining Co.	54,200	1,671,491	3,414,600
American Telephone & Telegraph Co.	131,040	3,281,289	8,845,200
Armco Steel Corp.	36,000	2,659,070	2,439,000
Avon Products, Inc.	15,100	960,906	960,738
Bankers Trust Co. (New York)	27,777	687,343	1,868,003
Beneficial Finance Co.	23,595	646,919	1,427,498
Bethlehem Steel Corp.	91,000	3,249,861	3,423,875
Burlington Industries, Inc.	132,800	1,848,479	5,129,400
Carrier Corp.	30,000	1,176,530	1,905,000
Caterpillar Tractor Co.	124,800	361,083	5,834,400
Celanese Corp. of America	52,500	2,601,058	4,396,875
Chase Manhattan Bank	15,000	943,213	1,059,375
Chicago Pneumatic Tool Co.	26,600	1,068,478	1,050,700
Coca-Cola Co.	26,000	852,742	2,041,000
Consolidated Edison Co. of New York	72,150	1,852,085	3,174,600
Continental Illinois National Bank & Trust Co. (Chicago)	27,280	633,061	1,173,040
Continental Oil Co.	25,000	522,282	1,959,375
Crown Zellerbach Corp.	36,600	1,411,388	1,793,400
Cutler-Hammer, Inc.	34,000	1,692,707	1,848,750
Deere & Co.	76,000	2,744,420	3,401,000
Du Pont de Nemours & Co., E. I.	7,500	1,005,900	1,803,750
Eastman Kodak Co.	35,070	676,913	3,533,303
Falconbridge Nickel Mines, Ltd.	26,000	1,471,853	2,501,286
Farbenfabriken Bayer A. G., A.D.R. (50 DM shs.)	26,664	1,555,606	1,279,872
Federated Department Stores Inc.	14,500	1,085,747	966,063
First National City Bank of New York	30,484	1,297,000	1,897,629
Ford Motor Co.	102,600	3,847,682	5,732,775
General Electric Co.	31,500	343,067	3,685,500
General Motors Corp.	149,733	6,335,975	15,721,965
Goodrich Co., B. F.	39,500	1,637,304	2,281,125
Goodyear Tire & Rubber Co.	38,950	718,756	1,918,288
Grant Co., W. T.	57,000	1,801,907	3,177,750
Gulf Oil Corp.	53,174	819,705	3,097,386
Home Insurance Co.	14,710	841,700	926,730
International Business Machines Corp.	8,000	2,301,593	4,100,000
International Nickel Co. of Canada, Ltd.	25,000	1,021,625	2,300,000
International Paper Co.	56,000	1,958,821	1,708,000
Kaiser Aluminum & Chemical Corp.	62,400	1,229,680	2,355,600
Kennecott Copper Corp.	30,000	1,747,740	3,461,250
Kroger Co.	73,000	2,478,960	2,801,375
Litton Industries Inc.	17,900	2,064,599	1,995,850
Louisiana Land & Exploration Co.	76,000	859,955	4,018,500
Marine Midland Corp.	35,000	1,009,402	1,133,125
Monsanto Co.	16,893	471,251	1,414,789
Newmont Mining Corp.	39,013	1,147,863	2,233,494
Norfolk & Western Ry. Co.	20,000	1,354,071	2,462,500
Northwest Bancorporation	14,850	360,771	701,663
Pacific Gas & Electric Co.	90,000	1,247,996	3,285,000
Panhandle Eastern Pipe Line Co.	77,286	806,147	2,994,833

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market</i>
Parke, Davis & Co.	34,000	\$1,164,924	\$1,054,000
Phelps Dodge Corp.	59,200	2,045,150	4,299,400
Philips N. V. (25 florin shs.)	32,200	822,790	1,042,475
Public Service Electric & Gas Co.	119,400	2,573,164	4,776,000
Revere Copper & Brass, Inc.	24,000	1,102,049	1,026,000
Royal Dutch Petroleum Co. (20 guilder shs.)	60,000	1,953,686	2,497,500
Sears, Roebuck & Co.	58,800	1,006,885	3,770,550
Smith, Kline & French Labs	9,500	650,264	743,375
Socony Mobil Oil Co., Inc.	60,300	1,947,805	5,306,400
Southern California Edison Co.	46,800	675,320	1,848,600
Southern Co.	20,000	745,390	1,395,000
Southwestern Public Service Co.	50,000	686,997	2,081,250
Square D Co.	37,875	908,428	2,627,578
Standard Oil Co. (California)	28,362	748,223	2,166,148
Standard Oil Co. (New Jersey)	101,386	2,049,904	7,958,801
Texaco, Inc.	62,013	713,423	5,193,589
Texas Utilities Co.	20,000	379,515	1,297,500
Time Incorporated	51,600	1,455,781	4,231,200
Travelers Insurance Co.	28,800	1,207,340	1,116,000
Union Electric Co.	100,000	945,363	2,887,500
U. S. Plywood Corp.	45,960	682,510	2,033,730
Totals, Common Stocks		<u>\$107,016,541</u>	<u>\$211,573,076</u>

SCHEDULE B

Administrative Expenses

For the Year Ended September 30, 1965

Salaries	\$406,583
Employee benefits	98,269
Rent	70,237
Annual and quarterly reports	56,035
Travel	38,067
Conferences and consultations	32,270
Telephone, telegraph, and postage	20,728
Office equipment and maintenance	18,829
Pensions	17,864
Office supplies and expense	10,249
Duplicating services	6,938
Professional services	5,820
Trustee expenses	4,123
Periodicals, publications, and subscriptions	4,093
Miscellaneous	2,185
	<u>\$792,290</u>

THE CARNEGIE PHILANTHROPIES

ANDREW CARNEGIE set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same officers.

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Carnegie Corporation of New York

AUTHOR

Annual report

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